DOCUMENT RESUME

ED 131 624 EC 091 837

AUTHOR	Minor, James A.
TITLE	Elementary Versus Special Education Teachers' Perceptions in Handling Learning, Behavior, and Neurological Problems. Final Report.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
REPORT NO	G00-75-00360
PUB DATE	May 76
NOTE	263p.; Ed. D. Dissertation, University of South Dakota
EDRS PRICE	MF-$0.83 HC-$14.05 Plus Postage.
DESCRIPTORS	*Behavior Problems; Elementary Education; Emotionally Disturbed; Exceptional Child Research; *Learning Disabilities; *Neurologically Handicapped; Questionnaires; *Role Perception; *Self Evaluation; *Special Education Teachers; Teachers; *Teaching Skills

ABSTRACT

Presented is the final report of a field survey involving 140 teachers which was conducted to determine whether elementary teachers, as compared to special education teachers, feel adequate in teaching children who exhibit learning, behavior, and neurological problems. Sections in chapter 1 address the need for the study, a statement of the problem, questions to be answered, delimitations, definitions, and an overview of study procedures. A review of the literature (chapter 2) notes that problems identified on the basis of teacher perception tend to be indicative of future academic performance of the child and of the need for some type of special education service. Study procedures are discussed in detail in chapter 3 on the theory and rationale of the survey instrument, selection of the items for the instrument, the field test of the instrument, and the teacher survey. Tables are provided in chapter 4 on the statistical analysis of teacher responses. Results are summarized in chapter 5 as concluding that the teachers feel relatively adequate about the instructional approaches they report they would use for children exhibiting symptoms within each problem area; however, as teachers experience failure in assisting a child with problems, the likelihood for requesting assistance for special service increases. Appended material includes a copy of the self-report needs survey, the letter for the second follow-up questionnaire, eight item groups used during the field-test phase, and tables with raw data. (SBH)

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Final Report

G00-75-00360

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The University of South Dakota

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U. S. Department of Health, Education, and Welfare

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Bureau of Education for the Handicapped

Final Report

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James A. Minor
The University of South Dakota

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The research reported herein was performed persuant to a grant from the Office of Education, Bureau of Education for the Handicapped. Grantees undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not therefore necessarily represent official Office of Education position or policy.

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This Dissertation for the Ed.D. Degree

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ABSTRACT

James Arnold Minor, Ed.D., Educational Research and Evaluation
The University of South Dakota, 1976

Elementary Versus Special Education Teachers' Perception in Handling Learning, Behavior, and Neurological Problems

The purpose of the field survey was to determine if the perception of teachers differed for how they would handle learning, behavior, and neurological problems exhibited by children in school. The questions were concerned with: (1) differences among elementary teacher groups, grades one through three; and (2) differences between elementary teacher groups, in aggregate, and resource learning disability teachers.

An information-processing/decision-making model was used to develop the instrument. Following field-testing, the instrument was revised and five item groups selected for use in the study.

The sample consisted of 140 teachers with 35 teachers per each of the following teacher groups: (1) first; (2) second; (3) third; and (4) resource learning disability. The questionnaire was mailed to teachers. A total of 119 or 85% completed and returned the questionnaire. Extensive follow-up procedures were utilized.

Two-way fixed effects MANOVAs were used to analyze the results of teachers' perceptions concerning: (1) how sure teacher groups were regarding the instructional approaches they report they would use with children within each problem area; and (2) how sure teacher groups were regarding whether they would request assistance for special service if the instructional approaches were not relatively successful in assisting the child exhibiting problems within each problem area. A .05 alpha level was selected as the critical value for *p*. No significant differences were found.

The results suggested that teacher groups did not quantitatively differ for questions concerned with instructional approaches and requests for assistance for special service within the learning, behavior, and neurological areas. The conclusions were discussed in terms of potential qualitative differences between teacher groups and quantitative differences between teacher groups for rural versus urban settings.

This abstract of about 400 words is approved as to form and content. I recommend its publication.

Signed Arlen R Gullickson
Dr. Arlen Gullickson
Professor in charge of
Dissertation

ACKNOWLEDGEMENTS

First, and foremost, I would like to extend my heartfelt appreciation to my parents for their moral and financial support extended during the writing and completion of this study. The writer also acknowledges Dr. Arlen Gullickson, Chairman of the doctoral committee, for his direction, guidance, and time spent in working to ensure the success of this study; Dr. Richard Sagness for his conscientious review, critique, and personal regard for the priorities of the student; Dr. Richard LaRue for his assistance and expertise extended during the initial conceptualization of the study and subsequent analysis of the results; and Dr. Joseph Fisher for his careful reading and assistance in maintaining my level of humor in what, at times, seemed to be an all too serious endeavor. Thanks are also extended to Drs. Thomas Moriarty and Donald Potter for considering this study important enough to personally sign the initial and follow-up letters to teachers. To Mr. James Flanders who freely gave his time and stimulating discussion that assisted in structuring parts of the study. And last, but not least, a special thanks is extended to Carol Humphrey and JoAnn Wingen who responsibly prepared this paper for typing via the IBM 370/145 with TSO.

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Chapter I

Introduction

In a letter of July 29, 1974, Dr. Edwin W. Martin, Acting Deputy Commissioner, Bureau of Education for the Handicapped (BEH), enlisted Colleges of Education to participate in a pioneer program effort through Title VI D funds. The program goal was to train elementary teachers so they can be more responsive and effective in providing educational programming to handicapped children in the regular classroom. The program goals can be categorized as effecting change in elementary education at the following levels: (1) undergraduate pre-service programs; (2) graduate pre-service programs; and (3) certification requirements.

The undergraduate and graduate pre-service programs were to focus on the development of elementary teacher skills so teachers will be able to provide educational programming to handicapped children in their classroom. These programs involve curriculum since courses will need to be modified or specially designed to train elementary teachers. Generally, training will potentially involve strategies and techniques not only for teaching the handicapped but also accommodating handicapped children within the regular classroom.

Changes in certification requirements will potentially focus on courses and/or on competencies that elementary teachers will be required to demonstrate for obtaining and renewing teaching certificates.

Some factors that lead to the allocation of Title VI D funds were: (1) litigation in special education (Cohen and DeYoung, 1973); (2) impetus toward mainstreaming; and (3) as Martin (1974) stated:

> . . . there is growing evidence that a much larger group of children, estimates range from 25 to 40% of all children will display variations in learning or behavioral styles which will require specially designed educational programs for at least short periods of schooling.

If these factors project future trends in education, one expected outcome will be that elementary teachers will need to develop skills toward educating children who exhibit learning and behavior variations and, ultimately, handicapped children in the regular classroom. As Martin (1974) indicates:

> . . . too many teachers report feeling inadequate in dealing with these variations, and so feel powerless to teach gifted children, minority group children, highly active children, etc.

Need for the Study

The central issue addressed by Dr. Martin in his letter (Appendix A) was that Colleges of Education should consider revising their elementary and secondary pre-service education program at the undergraduate and graduate level. The revision would focus on the development of teacher skills so teachers will be able to teach children who exhibit learning and behavior variations, and ultimately, handicapped children in the classroom. Colleges of Education should participate in revising their pre-service education program because too many teachers report feeling inadequate in teaching children who exhibit learning and behavior variations in the classroom.

A review of the literature did not produce any objective evidence to support Dr. Martin's statement that elementary teachers feel inadequate in teaching children who exhibit variations in the classroom. However, studies do indicate that the majority of referrals of children for special education and other ancillary services originate with the classroom teacher (Hansen, 1970; Keogh and Becker, 1973; Keogh, Becker, Kukic, and Kukic, 1972; and Keogh, Tchir and Windeguth-Behn, 1974). Further, the greatest percentage of referrals occur at the kindergarten through sixth grade level (Nicholson, 1967; Robbins, Mercer, and Meyers, 1967).

If Colleges of Education are to revise their pre-service teacher training program, the following questions need to be answered: (1) Do elementary teachers feel adequate in teaching children who exhibit learning and behavior variations in the classroom? (2) How adequate do elementary teachers feel in teaching children who exhibit learning and behavior variations compared to special education teachers who are purportedly trained to teach children who exhibit learning and behavior variations? (3) If elementary teachers, as compared with special education teachers, do not feel adequate, then what are the learning and behavior variations elementary teachers have difficulty teaching?

Statement of the Problem

The purpose of this study was to provide objective evidence relative to Dr. Martin's statement that teachers feel inadequate in teaching children who exhibit variations in the classroom. More specifically, the purpose of the study was to determine if elementary teachers, as compared to special education teachers, feel adequate in teaching children who exhibit variations in the following areas: (1) learning; (2) behavior; and (3) neurological. Special education teachers were used as the comparison group because they purportedly are trained to teach children who exhibit variations in the classroom. Only first, second, and third grade teachers were included because: (1) the learning, behavior, and neurological variations exhibited by children and as used in this study were likely to be exhibited by children, grades one through three; and (2) the majority of referrals of children to special education and ancillary services are made by kindergarten through third grade teachers (Robbins, Mercer, and Meyers, 1967). Only learning disability teachers were included because the learning, behavior, and neurological problems used in this study have been reported to be characteristic of children diagnosed as learning disabled or having learning problems (Clements, 1966; Gearheart, 1973; Lerner, 1971; Novack, Bonaventura, and Merenda, 1973; Wallace and Kauffman, 1973; Wallace and McLoughlin, 1975).

Two measures of adequacy were used in this study. The first measure requested teachers to indicate how sure they were that the instructional approach or technique they used with a child exhibiting a problem would be relatively successful in assisting the child. The second measure requested teachers to indicate how sure they were that they would request assistance for some type of special service if the instructional approach or technique they used was not relatively successful in assisting the child exhibiting a problem.

Questions to be Answered

This study attempted to answer the following hypotheses regarding how adequate teachers feel relative to the instructional approaches or techniques they use with a child exhibiting a specific problem.

(1) There was no difference among first, second, and third grade teachers concerning how sure they are that the instructional approaches or techniques they use will be relatively successful in assisting a child who is exhibiting problems, as identified by the Self-Report Needs Survey, in the following areas: (a) learning problems; (b) behavior problems; and (c) neurological problems.

(2) There was no difference between elementary teachers, in aggregate, and learning disability teachers concerning how sure they are that the instructional approaches or techniques they use will be relatively successful in assisting a child who is exhibiting problems, as identified by the Self-Report Needs Survey, in the following areas: (a) learning problems; (b) behavior problems; and (c) neurological problems.

The study also attempted to answer the following hypotheses regarding how sure teachers feel that they would request assistance for some type of special service if the instructional approaches or techniques they used were not relatively successful in assisting a child exhibiting a specific problem.

(3) There was no difference among first, second, and third grade teachers relative to how sure they are that they would request assistance for some type of special service if the instructional approaches or techniques they used were not relatively successful in assisting a child who is exhibiting problems, as identified by the Self-Report Needs Survey, in the following areas: (a) learning problems; (b) behavior problems; and (c) neurological problems.

(4) There was no difference between elementary teachers, in aggregate, and learning disability teachers relative to how sure they are that they would request assistance for some type of special

service if the instructional approaches or techniques they used were not relatively successful in assisting a child who is exhibiting problems, as identified by the Self-Report Needs Survey, in the following areas: (a) learning problems; (b) behavior problems: and (c) neurological problems.

Delimitations

The problem situations that were used in the instrument developed for this study were selected from the Self-Report Needs Survey (Flanders, 1973). The Self-Report Needs Survey consisted of 74 items that depict problems that children exhibit in school. Teachers were requested to: (1) identify children in their classroom who exhibit each of the 74 problems; and (2) indicate their perceived need for service for those children exhibiting problems in their classroom. Based on a three factor solution (LaRue and Flanders, 1973), the factors were conceptualized as: (1) learning problems; (2) behavior problems; and (3) neurological problems. For the instrument developed for this study, 15 problem situations were selected from the Self-Report Needs Survey. Five problem situations were selected from each of the three factors.

This study was a field survey. No attempt was made to manipulate any variables directly such as age, number of years teaching experience, etc.

Stratified random sampling was used to select the sample from the populations of first, second, third, and learning disability teachers. Further, simple random sampling was used to assign the sample of teachers to one of five questionnaires or item groups used in this study.

Further research would need to be conducted to ascertain the predictive validity and reliability of teacher responses. This would need to be done to determine if teacher responses were representative of their interaction with children exhibiting problems and subsequent referral of those children for special service.

Definitions

The following terms were used extensively throughout this dissertation. The terms and corresponding definitions are herewith delineated.

Behavior Problems -- item descriptors identified by the Self-Report Needs Survey and as modified for use in the instrument used in this study. See Appendix B.

Instructional Approach or Technique -- the activities, materials or the instructional content a teacher would use in assisting a child in overcoming a particular problem.

Learning Problems -- item descriptors identified by the Self-Report Needs' Survey and as modified for use in the instrument used in this study. See Appendix B.

Special Service -- (1) requesting assistance from a school psychologist, special education teacher, remedial reading or math specialist, speech therapist, nurse, physician; (2) making a referral to someone you feel can assist with the problem; and (3) making a referral for the child to have some type of testing and/or evaluation.

Neurological Problems -- item descriptors identified by the Self-Report Needs Survey and as modified for use in the instrument used in this study. See Appendix B.

Procedures of the Study

The purpose for the remainder of this chapter is to give the reader a general overview of the procedures used in this study. Chapter III will present the procedures in greater depth.

Population

The population for this study consisted of first, second, and third grade teachers certified and teaching in the state of South Dakota during the 1975-76 school year. Initially, the intent was to identify the population of elementary learning disability teachers certified and teaching in the state of South Dakota. However, this was not possible because: (1) special education teachers are not certified in categorical areas in the state of South Dakota; and (2) teachers working with learning disability children also work with exceptional children classified in other categorical areas. Consequently, the population of elementary learning disability teachers was identified in the state of Iowa, Area XII. Area XII is located in western Iowa and includes the following counties: Plymouth, Cherokee, Woodbury, Ida, Manona, and Crawford. The names and addresses for learning disability teachers certified and teaching in the state of Iowa, Area XII, during the 1975-76 school year were obtained from the Director of Special Services for Area XII.

Instrument

The instrument was developed since the investigator was unable to identify an instrument that could be used to answer the questions of this study. The problem situations used in this instrument were selected from the Self-Report Needs Survey (Appendix C).

The Self-Report Needs Survey was developed by James N. Flanders (1973) and consists of 74 items that depict problems that children exhibit in school. The factors (LaRue and Flanders, 1973), based on the three factor solution, were conceptualized as: (1) learning problems; (2) behavior problems; and (3) neurological problems.

Generally, the instrument developed for this study was designed to elicit the following information from teachers: (1) an instructional approach or technique they would use with a child who was exhibiting a specific problem; (2) how sure the teacher was that the instructional approach or technique would be relatively successful in assisting the child; and (3) if the instructional approach or technique was not relatively successful in assisting the child, how sure the teacher was that she would request assistance for some type of special service.

Field-Test and Survey Procedures

The instrument was initially field-tested with first, second, and third grade teachers attending summer school at The University of South Dakota during the summer of 1975. Following field-testing, the questionnaire was mailed to the sample of teachers randomly selected from the population. The questionnaire was mailed to teachers because this approach represented the most economical method for conducting the investigation both from a financial and temporal framework.

The questionnaire was mailed to teachers during October of 1975. Extensive follow-up procedures were used in an attempt to ensure at least an 80% response. Follow-up procedures included a follow-up postcard, second questionnaire, and second follow-up postcard. Teachers not responding after the follow-up procedure was completed were contacted by the investigator. During the phone conversation, teachers were questionned regarding their reasons for not completing the questionnaire. If a teacher had misplaced the questionnaire but was still willing to participate, a new questionnaire was mailed that day. All teachers who completed and returned the questionnaire were reimbursed $10 for their participation.

Analysis of Results

A two-way fixed effects multivariate analyses of variance were used to analyze the results for: (1) instructional approaches; and (2) referral. The two factors were Teacher Groups and Items that comprised each problem area. The problem areas were: (1) learning; (2) behavior; and (3) neurological. For both instructional approaches and referral there were four interdependent response measures. A .05 alpha level was selected as the critical value for "p".

Organization of the Dissertation

This dissertation is organized according to the following chapters. Chapter II is the review of the literature. This chapter presents research concerning teacher perception of problems exhibited by children in the classroom. Chapter III, procedures of the study, contains: (1) an explanation of the theoretical structure for the instrument developed for the study; (2) the rationale for how items depicting problem situations were selected from the Self-Report Needs Survey; and (3) the procedures by which the study was conducted. Chapter IV is the analysis of the data. Chapter V is the summary and conclusions that includes the discussion of the results.

Chapter II

Review of the Literature

The following rationale was used to define the literature to be reviewed in this chapter. The instrument used in this study required teachers, based on their perceptions, to indicate: (1) the instructional approach or technique they would use based on a particular problem that a child is exhibiting; and (2) the likelihood that they would refer the child for special service if the instructional approach or technique was not relatively successful in assisting the child who was exhibiting a specific problem. Thus, the teachers are to indicate what they perceive they would do in a particular situation. Since the information to be gathered in this study relied solely on the perception of teachers, the review of the literature focused on information that has been gathered from teachers in the past.

One particular research area that has relied on information based on teacher perception has been the identification of children with potential problems. Several questions have been asked concerning the accuracy of teacher perceptions. First, are the problems identified on the basis of teacher perception indicative of future academic performance of the child? And second, are problems identified on the basis of teacher perception indicative of the need for some type of special service for the child?

It is generally recognized that the majority of referrals of children for special education and other ancillary services originate with the classroom teacher (Hansen, 1970; Keogh and Becker, 1973; Keogh, et al., 1972; and Keogh et al., 1974). Nicholson (1967) studied the referral patterns of 59 Ohio school districts. Seventy-three percent of all referrals were from kindergarten through twelfth grade teachers. A breakdown of the referrals from teachers indicated that approximately 67% were made between kindergarten and third grade; 24% between fourth and sixth grade; 6% between seventh and ninth grade; 2% between tenth and twelfth grade; and 1% by special teachers. All referrals made in the Unified School District of Riverside, California during one school year were studied by Robbins et al. (1967). Ninety percent of 1,231 referrals originated from the school district. Of the referrals originating from the school district, 66% were referrals from teacher and principal teams where the teacher initially referred the child to the principal. In both studies, the greatest percentage of referrals occurred at the kindergarten through sixth grade level.

Classroom teachers constitute the major source for referrals for children who exhibit problems in the classroom. Given that teachers constitute the major referral source, are the problems identified by teachers indicative of future academic performance and the need for special education service? Studies concerned with the predictive validity of teacher perception have demonstrated: (1) that problems identified by teachers are indicative of future academic performance; and (2) that problems identified by teachers are indicative of the need for some type of special education service. Cowgill, Friedland, and Shapiro (1973) attempted to determine if learning disabilities could be predicted from anecdotal reports written by kindergarten teachers. Judges rated the anecdotal reports regarding 37 children who were "normal" and 37 children who had been certified as having a learning disability. Judges were not aware if they were rating learning disability or "normal" students. Judges rated the anecdotal reports on the basis of whether or not a particular trait was present; and secondly, if a particular trait was present, the degree to which the trait was present. Based on the anecdotal reports, it was found that learning disability children had more learning disability charateristics than "normal" children. Further, the degree to which traits were present in learning disability children was greater than "normal" children. The authors conclude that the teacher's general impression about a child can be predictive of learning disabilities. Further, learning disabilities can be predicted by specific traits that characterize behavior.

Ferinden and Jacobson (1970) asked kindergarten teachers to identify those children they believed to be high risk in terms of developing learning problems at the first grade level. Teachers were not given any specific criteria by which to judge high risk. Rather, teachers were requested to use their subjective judgment for high risk. During first grade, those children suspected to develop learning problems were subsequently tested. The instruments used were: (1) Wide Range Achievement Test; (2) Evanston Early Identification Scale; (3) Bender Gestalt Visual Motor Test; and (4) Metropolitan Reading Readiness Test Form R. In an attempt to control for the expectancy effect, first grade teachers were not informed about those children who had been identified by kindergarten teachers as high risk in terms of developing learning problems at the first grade level. The subjective judgments of kindergarten teachers, as compared to standardized test information, was 80% effective in predicting potential learning problems at the first grade level.

While , the above two studies employed the use of teacher perception based on subjective judgments, other studies have used some type of teacher rating form where teachers rate their perception. Serwer, Shapiro, and Shapiro (1972) had kindergarten teachers rate children in their classroom using a list of behavioral descriptors. Using a 3-point scale, teachers rated the extent to which each child exhibited each behavior. Children were subsequently identified as having learning problems based on teacher ratings and diagnostic evaluation. Teacher ratings were found to be more consistently related to first grade achievement than standardized measures that are believed to be predictive of learning disability problems. Feshbach, Adelman, and Fuller (1974) also found that ratings made by kindergarten teachers are just as predictive of first grade reading achievement as a psychometric battery designed to predict reading achievement. Keogh and Smith (1970) compared reading readiness ratings made by kindergarten teachers with Bender Gestalt protocols. The Bender Gestalt is a visuo-motor test aimed at identifying children who have or will experience learning problems. Teachers rated students on a 5-point scale. A rating of one indicated a total lack of reading ability and five indicated ready to begin reading now. Specific criteria for teachers to judge reading readiness were not delineated. Although the Bender was more accurate in identifying high potential children, 90% of those children rated as having either high or low potential by teachers achieved in the predicted direction from first through fifth grade. The authors indicate that it was unlikely that teacher expectancy accounted for the results since children were taught by different teachers in different classrooms during first through fifth grade.

Haring and Ridgway (1967) confirmed the role of the classroom teacher in early identification of children with learning disability problems. When provided with a structured guide to observation, kindergarten teachers are able to accurately identify handicapped children. Third through sixth grade teacher ratings were compared for potential learning disability and "normal" children by Bryan and McGrady (1972). Teachers used the Pupil Behavior Rating Scale to rate children. Teachers consistently rated the behavior of "normal" children as being more adequate than potential learning disability children.

Other studies have been concerned with the predictive validity of teacher perception in identifying children who exhibit behavior problems in the classroom. Maes (1966) compared the ratings of fourth through sixth grade teachers with standardized test information that had been shown to differentiate between emotionally disturbed and "normal" children. The decreasing order in which the variables predicted a child being classified as emotionally disturbed were: teacher rating, intelligence, arithmetic, and self-concept with the last two variables contributing negligibly. Nelson (1971) classified childrens' conduct as disturbed or "normal" based on teacher ratings. Teachers rated children on two factors of the Devereaux Child Behavior Rating Scale. Children were subsequently observed in the classroom setting. Children rated as disturbed by teachers engaged in more deviant behavior and less task oriented behavior than subjects rated as normal. Bullock and Brown (1972) had teachers of emotionally disturbed children list behavior problems exhibited by children in their classroom. Teachers then completed the Behavioral Dimensions Rating Scale for each child in the class. Factor analysis of the scale showed high correspondence between the categories of the Behavioral Dimensions Rating Scale and behaviors perceived by teachers. Bullock and Brown (1972) conclude that their findings substantiate the ability of teachers to observe and judge effectively the behavior patterns exhibited by children with whom they deal.

In summary, research in the area of the use of teacher perception for identification of children with problems has shown: (1) problems identified on the basis of teacher perception tend to be indicative of future academic performance of the child; and (2) problems identified on the basis of teacher perception tend to be indicative of the need for some type of special education service. Further, teacher perception concerning identification of children with problems tends to be predictive of future academic performance or the need for special education service in instances where: (1) teacher perception is based on subjective judgment alone; and (2) teacher perception is based on some type of rating scale. In other words, information gathered from teachers in this particular area has tended to be useful in predicting psychological and educational behaviors (Proger, 1973).

Chapter III

Procedures

This chapter presents the procedures used in conducting the investigation. The first section is concerned with the theory and rationale used to develop the questionnaire. Section two describes how the items for the questionnaire were selected. Section three describes the procedures for field-testing of the questionnaire that included: (1) definition of the field-test population and selection of the sample; (2) procedure for field-testing of the questionnaire; and (3) analysis of field-test results and subsequent selection of the item groups to be used in the final questionnaire. The fourth section describes: (1) definition of the population and selection of the sample; and (2) procedures used for this investigation.

Theory and Rationale of the Survey Instrument

This section presents the decision-making/information-processing model (Boneau, 1974) that was used to develop the instrument for this study. This model was chosen because it represented a method by which the questions of the study could be answered. This was the singular justification for selecting the decision-making/information-processing model. Consequently, the investigator neither reviewed nor evaluated other theoretical formulations that could potentially be used for conceptualizing the instrument developed for this study.

In an article by Boneau (1974), cognitive behaviorism is restated within a decision-making/information-processing framework. The theory is based on two assumptions: (1) that through extended interaction with the environment, the individual internalizes information about the external world; and (2) that the internalized information becomes structured into an internal model of the environment hereafter referred to as the IME. The IME consists of three dimensions: situation, action, and outcome. These three internalized dimensions have corresponding external components of situation, action, and outcome that roughly correspond to stimulus, response, and reinforcement in the external world. The internal situation for the classroom teacher consists of information that has been internalized about external situations or stimuli. Some of the external stimuli for teachers concerning students are: race, sex, physical characteristics and attractiveness, achievement and test performance, handwriting neatness, speech characteristics, and learning and behavior problems. The internal action dimension for the classroom teacher consists of internalized information about external actions or responses the teacher has made in the past. Internalized information regarding potential responses includes instructional approaches or techniques the teacher has: (1) used in the past; (2) observed other teachers use; (3) has read about; or (4) generally has within her response repertoire. The internal outcome dimension for the classroom teacher consists of internalized information concerning the likelihood that a particular action will produce a change in a specific situation. An example at this point will be useful.

Suppose a teacher observes that a first grade child has difficulty with tracing forms, cutting out forms, and manuscript writing. This represents the external situation dimension. On the basis of the teacher's experience with other children who had similar difficulties, the teacher decides that the child has an eye-hand coordination problem. In this instance, the teacher has observed something about the external world, i.e., the difficulty the child was experiencing with various academic tasks. Information observed in the external world in turn is compared with internalized information based on the past experience of the teacher. From past experience, the teacher identifies the problem the child is experiencing as similar to eye-hand coordination problems for other children she has taught. Since: (1) other children who had difficulty tracing and cutting out forms and manuscript writing had eye-hand coordination problems (internal situation); and (2) this present child is exhibiting the same type of problem (external situation); then (3) this present child also has eye-hand coordination problems. The decision that the present child has an eye-hand coordination problem is based on a comparison of information from the external world with internalized information based on past experience. Since the information from the external world is not discriminately different from internalized information, a decision is made relative to the child having an eye-hand coordination problem. From past experience, the teacher identifies three potential teaching actions that can be used with the child who has an eye-hand coordination problem. This represents the internalized action dimension and is based on actions that may have been taken in the past. Based on information gained by performing three actions in the past the teacher knows that: (1) teaching action one has been relatively successful with five of nine children; (2) teaching action two has been relatively successful with three of nine children; and (3) teaching action three has been relatively successful with one of nine children. This represents the internal outcome dimension and is based on outcomes that have been experienced in the past. However, Boneau (1974) states that it is convenient "to view outcomes as changes in situation correlated with or contingent on actions, although lack of change in situation following an action is no less an outcome" (p. 300). In other words, the teacher will choose an action that has a high subjective probability of producing a change in the situation. The teacher might choose teaching action one since, in the past, it has been relatively more successful in assisting children with eye-hand coordination problems.

The basis of the theory (Boneau, 1974) is:

> . . . the individual internalizes, that is, extracts information about the outside world and about his relationship to that world and constructs an internal analogue of critical portions of that information. This information can be about external situations in which the organism has found itself, actions that the organism has performed, and outcomes correlated with actions or situations. What the organism learns and what is internalized is information about when, where, and how outcomes are available. For outcomes that the organism has experienced, the internal model of the environment contains information about the actions that produce these outcomes and under what conditions. (p. 300)

The internalized model of the environment represented a useful method for conceptualizing how teachers potentially make decisions relative to actions taken in the classroom. Within the teacher's IME is a series of potential actions that can be taken when a problem situation arises. Given that a problem situation exists, the teacher will initiate those actions that can potentially effect a change in the problem the child is exhibiting. Assuming that the actions a teacher initiates do not effect a positive change in the problem situation, the teacher may continue to initiate further action that may include referring the child for evaluation or some type of special service. The purpose of referral for evaluation or some type of special service may be for placement in a special education class or to provide the teacher with additional actions that are currently not part of the teacher's IME.

The IME was used to develop the instrument for this study. The instrument was designed to assess how adequate teachers feel in teaching children who exhibit problems in the classroom. The instrument included the internalized dimension of situation, action, and outcome. The remainder of this section will present the rationale for the instrument used in this investigation using the IME as the model.

The situation was described by presenting the teacher with a problem. Based on the problem situation, the teacher was requested to describe an action, i.e., an instructional approach or technique she would use for the particular problem situation. For example:

> Briefly describe the first instructional approach or technique you would use with a child who has difficulty with eye-hand coordination tasks.

The situation, in this example, is that the child has difficulty with eye-hand coordination tasks. The action is the first instructional approach or technique the teacher would use with the child. The outcome was determined by asking the teacher to indicate how sure she was that the action she would use in the situation would be relatively successful in assisting the child. For example:

> For the instructional approach or technique you wrote, indicate how sure you are that it will be relatively successful in assisting the child who has difficulty with eye-hand coordination tasks.
>
> ___01-10%___11-20%___21-30%___31-40%___41-50%
>
> ___51-60%___61-70%___71-80%___81-90%___91-100%

Basically, the outcome question asked the teacher to assign a subjective probability to the outcome of the action taken. That is, how sure is the teacher that the action taken will produce an outcome that results in a change in the situation. If the teacher checked the 71-80% response, the following statement could be made: the teacher is 71-80% sure that the action she has taken will be relatively successful in assisting a child with an eye-hand coordination problem.

To this point the following has been delineated: (1) that the IME consists of internalized information about situations, actions, and outcomes in the external world; and (2) that the framework for the instrument consists of three dimensions that are situation, action, and outcome. However, and Boneau (1974) indicates, the IME depends on the external world but is not necessarily a veridical representation of the external world. The IME may not necessarily be a veridical representation of the external world for a number of reasons. Continuing with the example of the situation where a child has an eye-hand coordination problem, the teacher may not have had the opportunity to practice actions and experience the outcomes associated with potential changes in the situation. On the other hand, the teacher may have had experience with the problem situation. However, actions practiced in the past may not produce the same outcome and corresponding change in the situation as in the past. This can occur when the action is inappropriate or when the action is implemented incorrectly. Further, the teacher may fail to correctly assess the situation. Thus, by incorrectly identifying the situation, actions taken may likely be incorrect.

In order to incorporate the lack of one-to-one correspondence between the IME and external world, the following question was included in the instrument.

> If the instructional approach or technique you wrote did not seem to be relatively successful in assisting the child, indicate how sure you are that you would request assistance for some type of special service?
>
> ___01-10%___11-20%___21-30%___31-40%___41-50%
>
> ___51-60%___61-70%___71-80%___81-90%___91-100%

Continuing with the example, the teacher previously indicated that her subjective probability estimate that the action would be successful in changing the situation was 71-80%. However, the above question assumes that the teacher performed the action and that the actual likelihood of successfully changing the situation was 0%. In the above question, the teacher is requested to make another subjective probability estimate. The teacher is requested to indicate the probability that her next action will be to request assistance for some type of special service in order to change the situation.

The framework for the instrument, based on the model of the IME, is now complete and will be presented in total. First, the situation was specified.

> Briefly describe the first instructional approach or technique you would use with a child who has difficulty with eye-hand coordination tasks.

The teacher then specifies the action to be taken. The teacher was then asked to indicate the probability that the action she would take will be relatively successful in changing the situation.

> For the instructional approach or technique you wrote, indicate how sure you are that it will be relatively successful in assisting the child who has difficulty with eye-hand coordination tasks?
>
> ___01-10%___11-20%___21-30%___31-40%___41-50%
>
> ___51-60%___61-70%___71-80%___81-90%___91-100%

The teacher then indicates how sure she is that the action she would take in the situation will be relatively successful in producing an outcome that will result in a corresponding change in the situation. Assuming that the teacher's action was not relatively successful, the teacher was then asked to indicate how sure she was that the next action will be referral for assistance for some type of special service.

> If the instructional approach or technique you wrote did not seem to be relatively successful in assisting the child, indicate how sure you are that you would request assistance for some type of special service?
>
> ___01-10%___11-20%___21-30%___31-40%___41-50%
>
> ___51-60%___61-70%___71-80%___81-90%___91-100%

The teacher was then requested to briefly describe a second, third, and fourth action she would use for the same situation. In each action described, the same sequence for questions was as in the example for the first action. However, the second action assumed the first action was relatively unsuccessful. The third action assumed the second and first actions were unsuccessful. The fourth action assumed all previous actions were relatively unsuccessful.

This procedure assumes that teachers process information based on outcomes as changes in situation correlated with or contingent on actions. Further, the decision to refer children for some type of special service is related to outcome. Given that the action a teacher takes does not produce an outcome with a corresponding change in the situation, then a referral for special service may likely increase. This is not to say, however, that teacher decisions to refer a child for special services is not related to the number of times a child exhibits a problem or the amount of time a child exhibits a problem.

The number of actions a teacher implements in a classroom with a particular child is probably correlated to the number and/or amount of time a child exhibits a problem.

Selection of the Items for the Instrument

The items for the instrument used in this study were selected from the Self-Report Needs Survey (SRNS) developed by James N. Flanders (1973) in South Dakota. The SRNS was developed to assist the Section for Exceptional Children within the Division of Elementary and Secondary Education and local educational agencies in determining priorities for the development of services for exceptional children.

The SRNS includes 74 item descriptors chosen on the basis of content validity, i.e., as representing problems that children exhibit in the classroom. The 74 items were categorized according to the following areas: language (speech and hearing); reading; arithmetic; writing; motor; II (intellectual skills); and behavioral. The SRNS requested the teacher to indicate: (1) how many children in the classroom exhibit each problem; and (2) for each problem exhibited by a child or children, the teacher was to rate her perceived need for special education or ancillary services with a one being low need for service and five being high need for service.

The factors for the SRNS, based on a three factor solution, were conceptualized as: (1) learning problems; (2) behavior problems; and (3) neurological problems. The factor analytic structure was essentially replicated (LaRue and Flanders, 1973). Based on two different samples drawn from the population of school districts in the state of South Dakota, there was 65.2%, 66.7% and 50% agreement for the clustering of items on the learning, behavior, and neurological factor, respectively. The reliability for the SRNS was not reported.

Eight items were selected from each of the three factors. The eight items selected from each factor were those that had the highest factor loadings. These items quantitatively represented problems for which teachers consistently perceived a high need for assistance be it ancillary or special education service. Thus, the 24 items selected for the instrument used in this study represented: (1) problems that children exhibited in the classroom; and (2) problems for which teachers reported a need for assistance. These items were also selected because they represented problems that have been reported to be characteristic of children with learning disabilities or learning problems (Clements, 1966; Gearheart, 1973; Lerner, 1971; Novack, Bonaventura, and Merenda, 1973; Wallace and Kauffman, 1973; Wallace and McLoughlin, 1975).

Simple random sampling was used to assign one item from each of the three factors to an item group. An item group consisted of three items with one item from each factor: (1) learning; (2) behavior; and (3) neurological. A total of eight item groups were formed. The item groups were as follows with the learning item designated by L, behavior item by B, and neurological item by N.

(1) Item Group 1:

  (a) L -- does not know number facts appropriate to grade level and ability
  (b) B -- sits and plays alone much of the time
  (c) N -- cannot name alphabet (lower case)

(2) Item Group 2:

  (a) L -- low vocabulary skills
  (b) B -- throws temper tantrums
  (c) N -- cannot balance on a beam or other gym equipment

(3) Item Group 3:

(a) L -- cannot work story or thought problems
(b) B -- very shy and timid -- friendless
(c) N -- cannot name alphabet (capitals)

(4) Item Group 4:

(a) L -- does not pronounce words correctly
(b) B -- pushes, hits, or pinches others
(c) N -- has shuffling gait

(5) Item Group 5:

(a) L -- does not express ideas well in written form
(b) B -- destroys other's property
(c) N -- has tremors

(6) Item Group 6:

(a) L -- cannot attack arithmetic problems logically
(b) B -- lies or steals
(c) N -- cannot hear words with same beginning sounds

(7) Item Group 7:

(a) L -- cannot tell stories in sequence
(b) B -- is afraid of specific things
(c) N -- seems to "black out" during classtime

(8) Item Group 8:

(a) L -- poor use of grammar and syntax
(b) B -- is worried, apprehensive, unsure of self
(c) N -- has seizures

The decision to select 24 and subsequently form 8 item groups was based on the following rationale. First, this study was a field survey. The questionnaire would be mailed to teachers for their voluntary completion and return. Considering the format for the instrument, as previously discussed in "Theory and Rationale for the Instrument," time to complete the questionnaire was important. With one item group comprising a questionnaire, the questionnaire was six pages. Each was 88 lines in length. Second, teachers were given the opportunity to respond to one problem from the learning, behavior, and neurological areas. Thus, for statistical purposes, the same teachers within each group would be compared for each of the three problem areas.

Field-test of the Instrument

The purpose for field-testing the questionnaire was to: (1) determine the average amount of time to complete the questionnaire; (2) minimize any problems encountered with the instructions or in responding to the items; and (3) select five of the eight item groups for use in this study.

Population. The field-test population consisted of first, second, and third grade teachers enrolled at the University of South Dakota, School of Education during the 1975 summer term. Only those teachers who had taught first, second, or third grade during the 1974-75 school year were included in the sample because the population for this study would be drawn from teachers who were currently teaching first, second, or third grade. Learning disability teachers were not included because the purpose of the investigation was to determine if differences exist between first through third grade teachers, in aggregate, and learning disability teachers.

The field-test population was identified by distributing a class roster form for the students to complete during the first week of class. Following return of the form, the population was identified. The population consisted of 24 teachers with 8 teachers per each of the following groups: (1) first grade teachers; (2) second grade teachers; and (3) third grade teachers. Because of the limited number of teachers, the sample was the population.

Procedures. One week prior to the beginning of the summer term faculty members in the School of Education received a memorandum from the Dean of the School of Education enlisting their support in identifying the population for the investigator. The same faculty members subsequently received a memorandum from the investigator and the class roster forms. The memorandum from the investigator requested faculty members to distribute the class roster forms during the first week of class. The class roster form requested students to provide the following information: (1) name; (2) summer address, city, state, and phone number; (3) grade level taught during the 1974-75 school year, if applicable; and (4) class schedule. Upon completion and return of the class roster form, the field-test population was identified. The investigator then met with each faculty member concerning students from their class who were selected for the sample. During this meeting the purpose of the study and field-testing was explained. At the close of the meeting, each faculty member was given information to distribute to students in their class who were chosen to participate during the field-test phase. The information explained: (1) they had been chosen to participate in the study; (2) the general nature of the study; and (3) time and place for field-testing. All teachers were contacted the evening prior to field-testing as a reminder for their participation.

All teachers participated in the field-test sessions at their convenience. Upon entering the room, the teacher was greeted by the investigator and given a manila envelope that contained: (a) a letter from the investigator and his advisor(Appendix D); (b) instructions(Appendix E) for completing the questionnaire; and (c) the questionnaire(Appendix F) to which they had been randomly assigned. The questionnaires in Appendix F are in the same form as completed by the teachers. The only verbal instructions given to each teacher was to read the enclosed letter and then proceed to the instructions and questionnaire. The letter explained: (1) the general purpose of the study; (2) upon completion of the questionnaire the teacher should raise her hand so the monitor could record the amount of time taken to respond to the questions; and (3) to then return to those portions of the instructions and questionnaire that seemed "unclear" and briefly explain why.

A clock, available in the room, was used to record the amount of time to complete the questionnaire. Timing began with the reading of the letter and terminated when the teacher raised her hand. After the teacher raised her hand, she then returned and explained those portions of the questionnaire that seemed unclear. No verbal exchange between the investigator and teacher was permitted until the teacher had returned the completed questionnaire.

Analysis of the Results. The total sample of 24 female teachers participated in the field-test sessions. See Appendix G for teacher responses. The mean time to complete the questionnaire was 40.54 minutes. This time represented total time to read the letter, instructions, and respond to the questionnaire. Time to read the letter was included because teachers participating in this study would also receive a letter of approximately the same length.

Several problems were encountered by teachers reponding to the questionnaire. Regarding Item Group 7, two teachers commented that they did not know what SEEMS TO "BLACK OUT" DURING CLASSTIME meant. Consequently, the wording for this item was extended to read:

> Briefly describe the first instructional approach or technique you would use with a child who seems to "black out" during classtime. For example: the child has a blank stare on his face during which time he appears to be unaware of what is happening around him.

Regarding Item Group 6, one teacher commented that she was not certain if CANNOT HEAR WORDS WITH THE SAME BEGINNING SOUNDS meant: (1) the child simply could not hear; or (2) that the child could not hear words with the same beginning sounds. Consequently, the wording for this item was revised to read:

> Briefly describe the first instructional approach or technique you would use with a child who cannot identify words with the same beginning sound when the words are read aloud to the child.

A review of the instructional approaches or techniques written by the teachers indicated that 27 out of 288 instructional approaches or techniques were actually referral to special service responses. Consequently, an instructional approach or technique was defined as the activities, materials or the instructional content you would use in assisting a child in overcoming a particular problem. Further, it was specified that an instructional approach or technique does not include requesting assistance for special service or making a referral for assistance or testing/evaluation.

In order to make the teacher response set explicit, the following statement was included in the instructions: "answer each question based on the grade and age of children you currently teach".

The instructions were appropriately revised and are in Appendix H. Any changes or additions appear in capital letters.

The third purpose for field-testing the questionnaire was to select five item groups that were not statistically different. The reason for selecting five item groups that did not differ significantly was to equate item groups in terms of their level of difficulty. The SPSSH (Nie, Hull, Jenkins, Steinbrenner, and Bent, 1975) was used to determine which item groups were statistically equivalent. The four dependent percentage measures (variables) were how sure teachers felt about the four instructional approaches or techniques they indicated they would use with children exhibiting problems in the classroom. An eight item group discriminant analysis with teachers, grades one through three, within groups yielded significance for the first two discriminant functions. The level of significance was .001 and .027 for the first and second function, respectively. The results are presented in Table 1. After examination of the standardized discriminant function coefficients in Table 2 and item group means in Table 3, the following five item groups were selected: (1) Item Group 1; (2) Item Group 2; (3) Item Group 4; (4) Item Group 6; and (5) Item Group 7. Discriminant analysis was again applied. The results for the test of the discriminant functions as shown in Table 4 were not significant. Thus, the five item groups were equivalent in that they were not statistically different. These five item groups, appropriately revised are in Appendix I. The item groups or questionnaires are in the same form as completed by teachers.

Survey of Teachers

This sections describes: (1) how the population was identified and sample selected; and (2) the procedures used to conduct the study.

Population. The population consisted of first, second, and third grade teachers certified and teaching in the state of South Dakota during the 1975-76 school year. A computer printout listing of teacher names and addresses was obtained from the Division of Elementary and Secondary Education in South Dakota. The list contained the names and school addresses for teachers comprising the population. These teachers were certified and teaching in the state of South Dakota. It

Table 1

Test of the Discriminant Functions for the Eight Item Groups with First through Third Grade Teachers within Groups

Functions Derived	Wilks' Lambda	Chi-square	df	p
0	0.41	56.75	28	0.001**
1	0.61	31.24	18	0.027*
2	0.78	15.60	10	0.112
3	0.97	1.77	4	0.777

*$p<.05$

**$p<.001$

Table 2

Standardized Discriminant Function Coefficients

for the Eight Item Groups

Interdependent Measures	Functions 1	2	3	4
Adequacy 1	0.56	-0.18	0.19	0.08
Adequacy 2	-0.26	0.53	-0.24	0.10
Adequacy 3	0.12	-0.15	-0.15	-0.54
Adequacy 4	-0.10	-0.00	-0.54	0.22

South Dakota

Table 3

Means for Eight Item Groups with Teachers Grade One through Three, Within Groups

Interdependent Measures	Item Groups 1	2	3	4	5	6	7	8
Adequacy 1	4.55	7.00	8.33	5.88	5.22	7.00	4.00	7.77
Adequacy 2	5.22	6.11	8.00	6.00	5.11	7.55	4.33	5.11
Adequacy 3	6.11	7.22	6.88	6.33	4.88	7.22	5.55	5.66
Adequacy 4	6.88	6.66	6.77	6.44	3.11	7.33	6.66	5.00

Table 4

Test of the Discriminant Functions for the Five Item Groups with First through Third Grade Teachers within Groups

Functions Derived	Wilks' Lambda	Chi-square	*df*	*p*
0	0.60	19.59	16	0.239
1	0.82	7.60	9	0.575
2	0.99	0.34	4	0.987
3	0.99	0.08	1	0.770

would have been desirable if the printout listing could have been obtained for the 1975-76 school year. However, due to time constraints in conducting this study, it was not possible. Initially, the intent was to also identify the population of elementary resource learning disability teachers (hereafter referred to as learning disability teachers) certified and teaching in the state of South Dakota during the 1975-76 school year. However, this was not possible because: (1) special education teachers are not certified in categorical areas such as learning disability; and (2) teachers working with learning disability children also work with exceptional children in other categorical areas. Consequently, elementary learning disability teachers were identified in the state of Iowa, Area XII. Area XII is located in western Iowa and is comprised of the following counties: Plymouth, Cherokee, Ida, Manona, Woodbury, and Crawford. Teacher names and addresses for elementary learning disability teachers certified and teaching in the state of Iowa, Area XII, during the 1975-76 school year were obtained from the Area XII Director of Special Services. The accessible population consisted of 344 first grade teachers, 365 second grade teachers, 359 third grade teachers, and 39 learning disability teachers.

After the population was identified, the names of teachers within each teacher group were consecutively numbered. After teacher names within each teacher group were numbered, the investigator used a table of random numbers to select the sample. The table (Dayton, 1970) contained 10,000 digits that were generated by a pseudo-random generator on an IBM 7094 electronic computer. The investigator entered the table in an arbitrary fashion, choosing three-digit numbers horizontally until the sample of first grade teachers was identified.

The same procedure was used to select the sample of second and third grade teachers. Two-digit numbers were used to select the sample of learning disability teachers.

The sample consisted of 140 teachers with 35 per each of the following groups: (1) first grade teachers; (2) second grade teachers; (3) third grade teachers; and (4) learning disability teachers. All teachers were female with the exception of two male learning disability teachers. The sample size was determined according to the rule stated by Tatsuoka (1970) on discriminant analysis. Tatsuoka states the rule as " . . . the total sample size should be at least two or (preferably) three times the number of variables used." The number of dependent variables in this study was four. Given that 80% or 112 teachers responded to the questionnaire, the total sample size would have been 28 times the number of variables used in this study.

Survey Procedures. Simple random sampling was used to assign first, second, third, and learning disability teachers to the five item groups. A total of 28 teachers were assigned to each item group with seven teachers coming from each teacher group.

Approximately 10 days prior to mailing the questionnaire, teachers comprising the sample received a personally addressed letter(Appendix J) from the Dean of the School of Education and Dr. Donald Potter. Dr. Potter is the director for the Title VI E grant that funded this study. The letter explained: (1) they had been selected to participate in the study; (2) the general purpose of the study; and (3) encouraged teachers to participate.

The letter was sent for two reasons: (1) so teachers would be aware that they would receive the questionnaire; and (2) to potentially identify those teachers who, due to unforeseen circumstances, were no longer teaching at the school to which the questionnaire would be mailed. This was necessary because the list of first through third grade teachers teaching in the state of South Dakota was one year old. Consequently, teachers selected from the list may have since moved, retired, or died. As a result return delivery was requested for all mailing to: (1) determine those teachers who were no longer part of the population; and (2) randomly select additional teachers.

In October of 1975 the questionnaire was mailed to the first, second, third, and learning disability teachers. A letter(Appendix K) and self-addressed stamped return business envelope was enclosed for the convenience of teachers responding to the questionnaire. The letter was personally addressed to each teacher and explained: (1) the general purpose of the study; (2) that teacher responses would be held in strictest confidence; (3) the approximate time to complete the questionnaire; and (4) that they would be reimbursed $10 upon return of the completed questionnaire. Thirteen days after mailing the questionnaire teachers who had not responded were mailed a follow-up postcard reminder. The postcard is in Appendix L.

Teachers failing to complete and return the questionnaire 13 days following mailing of the follow-up postcard were sent a second questionnaire, letter, and self-addressed stamped return business envelope. The letter(Appendix M) was personally addressed and contained the same content as the initial letter sent with the first questionnaire. In addition, the letter indicated that they were sent a second questionnaire in the event that they did not receive the questionnaire mailed several weeks ago.

Teachers not returning the completed second questionnaire within 13 days were sent a second follow-up postcard. The postcard is in Appendix N.

All teachers who did not complete and return the questionnaire were contacted by the investigator approximately two weeks after mailing the second postcard. At the onset of the conversation the investigator stated who he was and that he was calling in regard to the questionnaire mailed to them by Dr. Donald Potter in the School of Education at the University of South Dakota. The teacher was then asked if she received the questionnaire. If the teacher responded affirmatively, the investigator asked the teacher if she anticipated completing the questionnaire. If the response was no or not sure, the teacher was questioned further regarding the reason(s) for not completing the questionnaire. If the response was yes, i.e., that the questionnaire would be completed and returned, the investigator explained: (1) that the sampling procedure did not allow another teacher to be substituted for the teacher; (2) that the teacher's response was important to the results of the study; and (3) that reimbursement of $10 would be received approximately two weeks following return of the completed questionnaire. If the teacher misplaced the questionnaire and was still willing to participate or did not receive the questionnaire, the same three points above were explained to the teacher. A questionnaire was mailed to them that day.

In order to ensure that the sample of first, second, third, and learning disability teachers were actually teaching that respective grade or class, the following information was requested: (1) teacher name; (2) address, city, state, and zip code; and (3) grade level or class the teacher currently was teaching. In addition, learning disability teachers were asked to indicate the age for both the youngest and oldest child she taught.

For those teachers who were no longer teaching at the level for the groups to which they were assigned, additional teachers were selected using the same procedure as previously defined for selection of the original sample. For example, a first grade teacher was no longer considered as being part of the population of first grade teachers if the teacher: (1) was retired; (2) had moved and was no longer teaching at the same school; (3) was teaching a grade other than first grade; or (4) was deceased. The same procedure was used for all mailing and follow-up as previously described.

Chapter IV

Analysis of Results

This chapter presents: (1) a descriptive breakdown for teacher responses to the questionnaire; (2) the design for the analysis of the data and summary of the results; and (3) a content outline for how the tables are organized.

Teacher Responses

The sample consisted of 140 teachers with 35 teachers per each of the following groups: (1) first grade teachers; (2) second grade teachers; (3) third grade teachers; and (4) learning disability teachers. A total of 119 teachers responded to the questionnaire for an 85% return rate. The percentage response rate was: (1) 80% for first; (2) 85.7% for second; (3) 85.7% for third; and (4) 88.6% for learning disability teachers. A breakdown of teacher group responses according to item groups is presented in Table 5.

A total of 21 teachers did not participate in the study. For those teachers the investigator was able to contact the following reasons were given: (1) six teachers indicated that they did not have enough time due to teaching, family, and social responsibilities; (2) five teachers indicated that they had difficulty listing four different instructional approaches and estimating how sure they were that the instructional approaches would be relatively successful; (3) three teachers explained that they would complete and return the questionnaire, but did not; and (4) one teacher refused to speak with

Table 5

Teacher by Item Group Response with a Maximum of Seven per Cell

Item Group		Grade		Learning Disability	n/Item Group
	1	2	3		
1	6	7	5	7	25
2	4	5	6	5	20
3	6	6	7	6	25
4	6	6	6	6	24
5	6	6	6	7	25
n/Tchr Group	28	30	30	31	119

the investigator. For the remaining teachers: (1) three simply returned the questionnaire; (2) one teacher returned the questionnaire but did not follow the format for responding to the questions; and (3) the investigator was unable to contact two teachers.

Design

For each of the four questions of this study there were two independent variables and four interdependent measures. The two independent variables were Teacher Groups and Items that depicted a particular problem area. Teacher groups were composed of four levels, i.e., first, second, third, and learning disability teachers. The three problem areas were learning, behavior, and neurological. For each problem area there were five items. Each problem area was analyzed independently.

In responding to the questionnaire, teachers were requested to: (1) write four instructional approaches or techniques they would use for a child exhibiting a specific problem; and (2) indicate how sure they were that each approach would be relatively successful in assisting the child. Thus, for questions concerned with instructional approaches, the teacher made four responses. The responses were interdependent, i.e., the response the teacher made after writing the second approach assumed the first approach was not relatively successful; the response for the third approach assumed the first two approaches were not relatively successful; and the response for the fourth approach assumed all previous approaches were not relatively successful.

The upper limit of the response range was used as the teacher response. For example, if the teacher checked 71-80%, the response was 80. The raw data for instructional approaches is presented in Appendix

O. The mean value for the respective item and teacher group was used for missing responses if the teacher failed to make less than four responses for a problem area. However, if the teacher failed to make all four responses for a problem area the case was disregarded. No cases were disregarded for instructional approaches.

For questions associated with referral, teachers also made four responses. After teachers wrote each instructional approach and indicated how sure they were the approach would be relatively successful in assisting the child, they were told to assume that the approach was not relatively successful. Based on this assumption, teachers then indicated how sure they were that they would request assistance for special service. The upper limit of the response range was used as the teacher response. The same procedure was used for missing values as for instructional approaches. One case was disregarded for referral of children with learning problems. The raw data for referral is presented in Appendix P.

The P-STAT version of multivariate analysis of variance (MANOVA) using Wilks' Lambda criterion was used to analyze the data (Buhler, 1971). This P-STAT program is essentially the one distributed by Professor Elliot Cramer, Psychometric Laboratory, University of North Carolina.

Two-way fixed effects MANOVAs were used to analyze the data. The two factors were Teacher Groups and Items that depicted a particular problem area. Only the main effect for teacher groups and the interaction effect for teacher groups by items were important to the questions of this study. Although results are presented for the main effect for items, no interpretation was made. The pre-planned sequence for data analysis was: (1) perform the overall test for teacher group main effect and teacher group by item interaction effect using a two-way MANOVA; (2) if differences were found for the main effect and/or interaction effect, contrasts of canonical variates would be made to determine which items teacher groups responded to differently; and (3) to examine the "canonical loadings" to determine which of the four interdependent measures were contributing to differences between teacher groups in responding to the items. For all analyses, a .05 alpha level was selected as the critical value of *p*.

A 3 (teacher groups) x 5 (items) MANOVA was used to answer questions 1 and 3. Question 1 was: Do first, second, and third grade teachers differ among themselves for how sure they are about the instructional approaches they use with children who exhibit problems for each of the following areas: (1) learning; (2) behavior; and (3) neurological. Question 3 was: Do first, second and third grade teachers differ among themselves for how sure they are that they would request assistance for special service for a child who exhibits problems for each of the following areas: (1) learning; (2) behavior; and (3) neurological. Since the results were not significant, contrasts and examination of the "canonical loadings" were not necessary.

A 2 (teacher groups) x 5 (items) MANOVA was used to answer questions 2 and 4. Question 2 was: Do elementary teachers, in aggregate, differ from learning disability teachers for how sure they are about the instructional approaches they use with children who exhibit problems for each of the following areas: (1) learning; (2) behavior; and (3) neurological. Question 4 was: Do elementary teachers, in aggregate, differ from learning disability teachers for how sure they are that they would request assistance for special service for a child who exhibits problems for each of the following areas: (1) learning; (2) behavior; and (3) neurological. Since the results were not significant, contrasts and examination of the "canonical loadings" were not necessary.

Organization of the Tables

The tables were organized according to the major questions of interest which were instructional and referral. Questions 1 and 2 dealt with instructional and questions 3 and 4 dealt with referral. For each analysis there were two tables: one for the MANOVA and one for the means and standard deviations.

(1) Question 1: Do first, second, and third grade teachers differ among themselves for how sure they are about the instructional approaches they use with children who exhibit problems for each of the following areas: (1) learning; (2) behavior; and (3) neurological.

(a) Analysis for learning problems: Tables 6 and 7.

(b) Analysis for behavior problems: Tables 8 and 9.

(c) Analysis for neurological problems: Tables 10 and 11.

(2) Question 2: Do elementary teachers differ from learning disability teachers for how sure they are about the instructional approaches they use with children who exhibit problems for each of the following areas: (1) learning; (2) behavior; and (3) neurological.

(a) Analysis for learning problems: Tables 12 and 13.

(b) Analysis for behavior problems: Tables 14 and 15.

(c) Analysis for neurological problems: Tables 16 and 17.

(3) Question 3: Do first, second, and third grade teachers differ among themselves for how sure they are that they would request assistance for special service for a child who exhibits problems for

each of the following areas: (1) learning; (2) behavior; and (3) neurological.

(a) Analysis for learning problems: Tables 18 and 19.

(b) Analysis for behavior problems: Tables 20 and 21.

(c) Analysis for neurological problems: Tables 22 and 23.

(4) Question 4: Do elementary teachers differ from learning disability teachers for how sure they are that they would request assistance for special service for a child who exhibits problems for each of the following areas: (1) learning; (2) behavior: and (3) neurological.

(a) Analysis for learning problems: Tables 24 and 25.

(b) Analysis for behavior problems: Tables 26 and 27.

(c) Analysis for neurological problems: Tables 28 and 29.

Table 6

3 x 5 MANOVA for How Adequate First[a], Second[b], and Third[c]
Grade Teachers(A) Feel in Teaching Children
with Learning Problems(B)

Source	df Hypothesis	df Error	F	p
A				
Test of Roots				
1 through 2	8.00	140.00	1.89	0.065
2 through 2	3.00	70.50	1.86	0.143
B				
Test of Roots				
1 through 4	16.00	214.49	0.69	0.803
2 through 4	9.00	186.99	0.20	0.994
3 through 4	4.00	142.00	0.18	0.947
4 through 4	1.00	71.50	0.00	0.983
AB				
Test of Roots				
1 through 4	32.00	259.74	0.70	0.887
2 through 4	21.00	257.31	0.38	0.994
3 through 4	12.00	251.41	0.26	0.994
4 through 4	5.00	240.61	0.29	0.914

[a] $\underline{n}$ = 28.

[b] $\underline{n}$ = 30.

[c] $\underline{n}$ = 30.

Table 7

Mean Percentage and Standard Deviations for How Adequate First, Second, and Third Grade Teachers Feel About Instructional Approaches for Learning Problems

		Instructional Approaches							
		1		2		3		4	
Teacher Group	n	M	SD	M	SD	M	SD	M	SD
1st	28	68.57	22.23	68.21	22.11	64.28	22.67	71.07	24.39
2nd	30	61.66	26.53	61.33	24.17	63.00	19.14	56.55	20.88
3rd	30	62.00	26.18	70.33	21.25	70.66	24.90	70.00	30.51

Table 8

3 x 5 MANOVA for How Adequate First[a], Second[b], and Third[c]
Grade Teachers(A) Feel in Teaching Children
with Behavior Problems(B)

Source	df Hypothesis	df Error	*F*	*p*
A				
Test of Roots				
1 through 2	8.00	140.00	1.12	0.350
2 through 2	3.00	70.50	0.39	0.755
B				
Test of Roots				
1 through 4	16.00	214.49	0.81	0.668
2 through 4	9.00	186.99	0.64	0.758
3 through 4	4.00	142.00	0.38	0.821
4 through 4	1.00	71.50	0.56	0.454
AB				
Test of Roots				
1 through 4	32.00	259.74	0.95	0.548
2 through 4	21.00	257.31	0.85	0.650
3 through 4	12.00	251.41	0.78	0.667
4 through 4	5.00	240.61	0.71	0.614

[a] *n* = 28.

[b] *n* = 30.

[c] *n* = 30.

Table 9

Mean Percentage and Standard Deviations for How Adequate First, Second, and Third Grade Teachers Feel About Instructional Approaches for Behavior Problems

		Instructional Approaches							
		1		2		3		4	
Teacher Group	n	M	SD	M	SD	M	SD	M	SD
1st	28	67.14	18.63	68.21	18.26	67.85	17.28	65.35	24.71
2nd	30	55.33	25.15	59.66	20.75	60.66	19.64	62.33	22.84
3rd	30	67.33	22.58	68.33	24.22	70.66	21.80	72.80	24.34

Table 10

3 x 5 MANOVA for How Adequate First[a], Second[b], and Third[c] Grade Teachers(A) Feel in Teaching Children with Neurological Problems(B)

Source	df Hypothesis	df Error	F	p
A				
Test of Roots				
1 through 2	8.00	140.00	1.78	0.086
2 through 2	3.00	70.50	1.30	0.281
B				
Test of Roots				
1 through 4	16.00	214.49	0.72	0.764
2 through 4	9.00	186.99	0.50	0.871
3 through 4	4.00	142.00	0.16	0.955
4 through 4	1.00	71.50	0.04	0.838
AB				
Test of Roots				
1 through 4	32.00	259.74	1.00	0.458
2 through 4	21.00	257.31	0.80	0.716
3 through 4	12.00	251.41	0.74	0.709
4 through 4	5.00	240.61	0.53	0.748

[a] n = 28.

[b] n = 30.

[c] n = 30.

Table 11

Mean Percentage and Standard Deviations for How Adequate First, Second, and Third Grade Teachers Feel About Instructional Approaches for Neurological Problems

		Instructional Approaches							
		1		2		3		4	
Teacher Group	n	M	SD	M	SD	M	SD	M	SD
1st	28	62.50	23.82	69.28	20.17	64.28	23.48	67.50	25.62
2nd	30	62.66	27.53	60.33	19.56	58.88	21.87	69.66	21.88
3rd	30	64.00	23.86	64.33	19.94	64.33	25.82	61.10	29.28

Table 12

2 x 5 MANOVA for How Adequate Elementary[a], Grades One through Three, Versus Learning Disability[b] Teachers(A) Feel in Teaching Children with Learning Problems(B)

Source	df Hypothesis	df Error	*F*	*p*
A				
Test of Roots				
1 through 1	4.00	106.00	1.60	0.178
B				
Test of Roots				
1 through 4	16.00	324.47	0.59	0.889
2 through 4	9.00	282.24	0.19	0.994
3 through 4	4.00	214.00	0.15	0.962
4 through 4	1.00	107.50	0.00	0.976
AB				
Test of Roots				
1 through 4	16.00	324.47	0.61	0.863
2 through 4	9.00	282.24	0.34	0.955
3 through 4	4.00	214.00	0.20	0.929
4 through 4	1.00	107.50	0.08	0.771

[a] *n* = 88.

[b] *n* = 31.

Table 13

Mean Percentage and Standard Deviations for How Adequate Elementary, Grades One through Three, Versus Learning Disability Teachers Feel About Instructional Approaches for Learning Problems

		Instructional Approaches							
		1		2		3		4	
Teacher Group	n	M	SD	M	SD	M	SD	M	SD
Elem	88	63.97	25.03	66.59	22.63	66.02	22.36	65.75	26.17
LD	31	72.58	19.82	76.77	14.69	76.12	16.46	73.88	22.31

Table 14

2 x 5 MANOVA for How Adequate Elementary[a], Grades One through Three, Versus Learning Disability[b] Teachers(A) Feel in Teaching Children with Behavior Problems(B)

Source	df Hypothesis	df Error	*F*	*p*
A				
Test of Roots				
1 through 1	4.00	106.00	0.69	0.596
B				
Test of Roots				
1 through 4	16.00	324.47	0.82	0.653
2 through 4	9.00	282.24	0.81	0.599
3 through 4	4.00	214.00	0.71	0.580
4 through 4	1.00	107.50	0.45	0.504
AB				
Test of Roots				
1 through 4	16.00	324.47	0.75	0.732
2 through 4	9.00	282.24	0.50	0.869
3 through 4	4.00	214.00	0.45	0.766
4 through 4	1.00	107.50	0.04	0.828

[a] *n* = 88.

[b] *n* = 31.

Table 15

Mean Percentage and Standard Deviations for How Adequate Elementary, Grades One through Three, Versus Learning Disability Teachers Feel About Instructional Approaches for Behavior Problems

		Instructional Approaches							
		1		2		3		4	
Teacher Group	n	M	SD	M	SD	M	SD	M	SD
Elem	88	63.18	22.82	65.34	21.43	66.36	19.95	66.86	24.10
LD	31	68.06	19.73	71.29	16.48	70.43	20.19	73.65	23.41

Table 16

2 x 5 MANOVA for How Adequate Elementary[a], Grades One
through Three, Versus Learning Disability[b]
Teachers(A) Feel in Teaching Children
with Neurological Problems(B)

Source	df Hypothesis	df Error	*F*	*p*
A				
Test of Roots				
1 through 1	4.00	106.00	1.27	0.286
B				
Test of Roots				
1 through 4	16.00	324.47	0.77	0.717
2 through 4	9.00	282.24	0.52	0.855
3 through 4	4.00	213.00	0.14	0.965
4 through 4	1.00	107.50	0.06	0.794
AB				
Test of Roots				
1 through 4	16.00	324.47	0.67	0.822
2 through 4	9.00	282.24	0.57	0.816
3 through 4	4.00	214.00	0.53	0.707
4 through 4	1.00	107.50	0.73	0.392

[a] *n* = 88.

[b] *n* = 31.

Table 17

Mean Percentage and Standard Deviations for How Adequate Elementary, Grades One through Three, Versus Learning Disability Teachers Feel About Instructional Approaches for Neurological Problems

Teacher Group	n	Instructional Approaches							
		1		2		3		4	
		M	SD	M	SD	M	SD	M	SD
Elem	88	63.06	24.88	64.54	19.99	62.45	23.65	66.05	25.74
LD	31	70.00	21.90	73.22	15.57	70.50	18.55	72.18	21.25

Table 18

3 x 5 MANOVA for How Adequate First[a], Second[b], and Third[c] Grade Teachers(A) Feel in Referring Children with Learning Problems(B)

Source	df Hypothesis	df Error	*F*	*p*
A				
Test of Roots				
1 through 2	8.00	140.00	1.36	0.219
2 through 2	3.00	70.50	0.51	0.672
B				
Test of Roots				
1 through 4	16.00	214.49	2.52	0.001*
2 through 4	9.00	186.99	1.76	0.077
3 through 4	4.00	142.00	1.21	0.306
4 through 4	1.00	71.50	1.93	0.168
AB				
Test of Roots				
1 through 4	32.00	259.74	1.40	0.078
2 through 4	21.00	257.31	1.06	0.389
3 through 4	12.00	251.41	0.60	0.838
4 through 4	5.00	240.61	0.59	0.708

[a] *n* = 28.

[b] *n* = 30.

[c] *n* = 30.

**p* <.001.

Table 19

Mean Percentage and Standard Deviations for How Sure First, Second, and Third Grade Teachers Feel in Referring Children with Learning Problems after Each Instructional Approach is Unsuccessful

Teacher Group	n	Instructional Approaches							
		1		2		3		4	
		M	SD	M	SD	M	SD	M	SD
1st	28	45.35	36.56	55.71	33.38	70.00	28.02	79.64	28.99
2nd	30	43.00	35.63	48.33	30.97	62.96	31.98	78.66	28.85
3rd	30	42.82	35.27	58.33	33.33	62.00	38.45	81.00	30.32

Table 20

3 x 5 MANOVA for How Sure First[a], Second[b], and Third[c]

Grade Teachers(A) Feel in Referring Children

with Behavior Problems(B)

Source	df Hypothesis	df Error	F	p
A				
Test of Roots				
1 through 2	8.00	140.00	1.76	0.089
2 through 2	3.00	70.50	1.13	0.342
B				
Test of Roots				
1 through 4	16.00	214.49	1.28	0.206
2 through 4	9.00	186.99	0.92	0.508
3 through 4	4.00	142.00	0.40	0.804
4 through 4	1.00	71.50	0.29	0.591
AB				
Test of Roots				
1 through 4	32.00	259.74	1.03	0.420
2 through 4	21.00	257.31	0.63	0.893
3 through 4	12.00	251.41	0.62	0.817
4 through 4	5.00	240.61	0.44	0.820

[a] $\underline{n} = 28$.

[b] $\underline{n} = 30$.

[c] $\underline{n} = 30$.

Table 21

Mean Percentage and Standard Deviations for How Sure First, Second, and Third Grade Teachers Feel in Referring Children with Behavior Problems after Each Instructional Approach is Unsuccessful

		Instructional Approaches							
		1		2		3		4	
Teacher Group	*n*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
1st	28	35.35	28.86	44.28	29.24	66.78	29.94	86.42	22.80
2nd	30	19.33	14.12	30.33	17.71	47.35	28.38	71.61	29.00
3rd	30	36.77	31.75	46.77	36.40	57.15	36.18	79.51	32.99

Table 22

3 x 5 MANOVA for How Sure First[a], Second[b], and Third[c] Grade Teachers(A) Feel in Referring Children with Neurological Problems(B)

Source	df Hypothesis	df Error	*F*	*p*
A				
Test of Roots				
1 through 2	8.00	140.00	0.73	0.658
2 through 2	3.00	70.50	0.36	0.781
B				
Test of Roots				
1 through 4	16.00	214.49	1.15	0.308
2 through 4	9.00	186.99	0.93	0.499
3 through 4	4.00	142.00	0.66	0.617
4 through 4	1.00	71.50	0.69	0.406
AB				
Test of Roots				
1 through 4	32.00	259.74	0.70	0.883
2 through 4	21.00	257.31	0.57	0.932
3 through 4	12.00	251.41	0.49	0.920
4 through 4	5.00	240.61	0.41	0.841

[a] *n* = 28.

[b] *n* = 30.

[c] *n* = 30.

Table 23

Mean Percentage and Standard Deviations for How Sure First, Second, and Third Grade Teachers Feel in Referring Children with Neurological Problems after Each Instructional Approach is Unsuccessful

		Instructional Approaches							
		1		2		3		4	
Teacher Group	n	M	SD	M	SD	M	SD	M	SD
1st	28	48.92	34.99	58.92	34.03	70.71	33.10	82.50	31.34
2nd	30	40.00	26.90	54.33	34.10	67.82	30.05	80.95	26.35
3rd	30	45.33	37.39	49.33	35.32	70.33	31.23	85.66	26.35

Table 24

2 x 5 MANOVA for How Sure Elementary[a], Grades One through Three, Versus Learning Disability[b] Teachers(A) Feel in Referring Children with Learning Problems(B)

Source	df Hypothesis	df Error	*F*	*p*
A				
Test of Roots				
1 through 1	4.00	105.00	0.78	0.540
B				
Test of Roots				
1 through 4	16.00	321.41	1.82	0.027*
2 through 4	9.00	279.59	1.07	0.380
3 through 4	4.00	212.00	0.62	0.647
4 through 4	1.00	106.50	0.09	0.755
AB				
Test of Roots				
1 through 4	16.00	321.41	1.62	0.060
2 through 4	9.00	279.59	1.07	0.379
3 through 4	4.00	212.00	0.28	0.885
4 through 4	1.00	106.50	0.16	0.689

Note. One case for the learning disability group was disregarded because the teacher did not respond to the questions.

[a] $n = 88$.

[b] $n = 30$.

*$p < .05$.

Table 25

Mean Percentage and Standard Deviations for How Sure Elementary, Grades One through Three, Versus Learning Disability Teachers Feel in Referring Children with Learning Problems after Each Instructional Approach is Unsuccessful

		Instructional Approaches							
		1		2		3		4	
Teacher Group	*n*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Elem	88	43.68	35.41	54.09	32.47	64.87	33.01	79.77	29.08
LD	30	45.04	31.25	52.64	29.35	70.66	27.53	83.00	27.68

Table 26

2 x 5 MANOVA for How Sure Elementary[a], Grades One through Three, Versus Learning Disability[b] Teachers(A) Feel in Referring Children with Behavior Problems(B)

Source	df Hypothesis	df Error	*F*	*p*
A				
Test of Roots				
1 through 1	4.00	106.00	1.95	0.107
B				
Test of Roots				
1 through 4	16.00	324.47	1.48	0.104
2 through 4	9.00	282.24	1.15	0.326
3 through 4	4.00	214.00	0.95	0.436
4 through 4	1.00	107.50	0.27	0.603
AB				
Test of Roots				
1 through 4	16.00	324.47	1.13	0.321
2 through 4	9.00	282.24	0.66	0.738
3 through 4	4.00	214.00	0.54	0.704
4 through 4	1.00	107.50	1.05	0.308

[a] *n* = 88.

[b] *n* = 31.

Table 27

Mean Percentage and Standard Deviations for How Sure Elementary Grades One through Three, Versus Learning Disability Teachers Feel in Referring Children with Behavior Problems after Each Instructional Approach is Unsuccessful

		Instructional Approaches							
Teacher Group		1		2		3		4	
	n	M	SD	M	SD	M	SD	M	SD
Elem	88	30.37	26.93	40.37	29.41	56.87	32.34	79.02	29.00
LD	31	42.95	29.38	57.09	30.24	65.67	31.37	83.39	26.67

Table 28

2 x 5 MANOVA for How Sure Elementary[a], Grades One through Three, Versus Learning Disability[b] Teachers(A) Feel in Referring Children with Neurological Problems(B)

Source	df Hypothesis	df Error	F	p
A				
Test of Roots				
1 through 1	14.00	106.00	0.78	0.540
B				
Test of Roots				
1 through 4	16.00	324.47	1.51	0.093
2 through 4	9.00	282.24	1.05	0.395
3 through 4	4.00	214.00	0.74	0.561
4 through 4	1.00	107.50	1.20	0.275
AB				
Test of Roots				
1 through 4	16.00	324.47	0.61	0.870
2 through 4	9.00	282.24	0.19	0.995
3 through 4	4.00	214.00	0.06	0.992
4 through 4	1.00	107.50	0.01	0.919

[a] *n* = 88.

[b] *n* = 31.

Table 29

Mean Percentage and Standard Deviations for How Sure Elementary, Grades One through Three, Versus Learning Disability Teachers Feel in Referring Children with Neurological Problems After Each Instructional Approach is Unsuccessful

		Instructional Approaches							
Teacher Group	n	1		2		3		4	
		M	SD	M	SD	M	SD	M	SD
Elem	88	44.65	33.18	54.09	34.32	69.59	31.11	83.05	27.78
LD	31	50.48	28.23	62.80	27.69	80.21	21.68	90.22	16.78

Chapter V

Discussion and Conclusions

This chapter presents: (1) a discussion of the results; (2) conclusions; (3) suggestions for further research; (4) suggestions for modification of the procedures and further data analysis; and (5) implications of the study.

Discussion

The two analyses for questions concerned with how sure teachers were that the instructional approaches they reported they would use would be relatively successful in assisting a child who exhibits problems within the learning, behavior, and neurological areas indicated that: (1) first, second, and third grade teachers did not differ among themselves within the four instructional approaches for each problem area; and (2) elementary teacher groups, in aggregate, did not differ from learning disability teachers within the four instructional approaches for each problem area. The grand mean of the four teacher groups, in aggregate, for instructional approaches by problem areas are presented in Figure 1. The grand mean for the first, second, third, and fourth instructional approach was: (1) 64.56, 66.89, 67.64, and 68.63 for behavior problems, respectively; (2) 66.21, 69.24, 68.65, and 67.87 for learning problems, respectively; and (3) 64.87, 66.80, 64.55, and 67.65 for neurological problems, respectively.

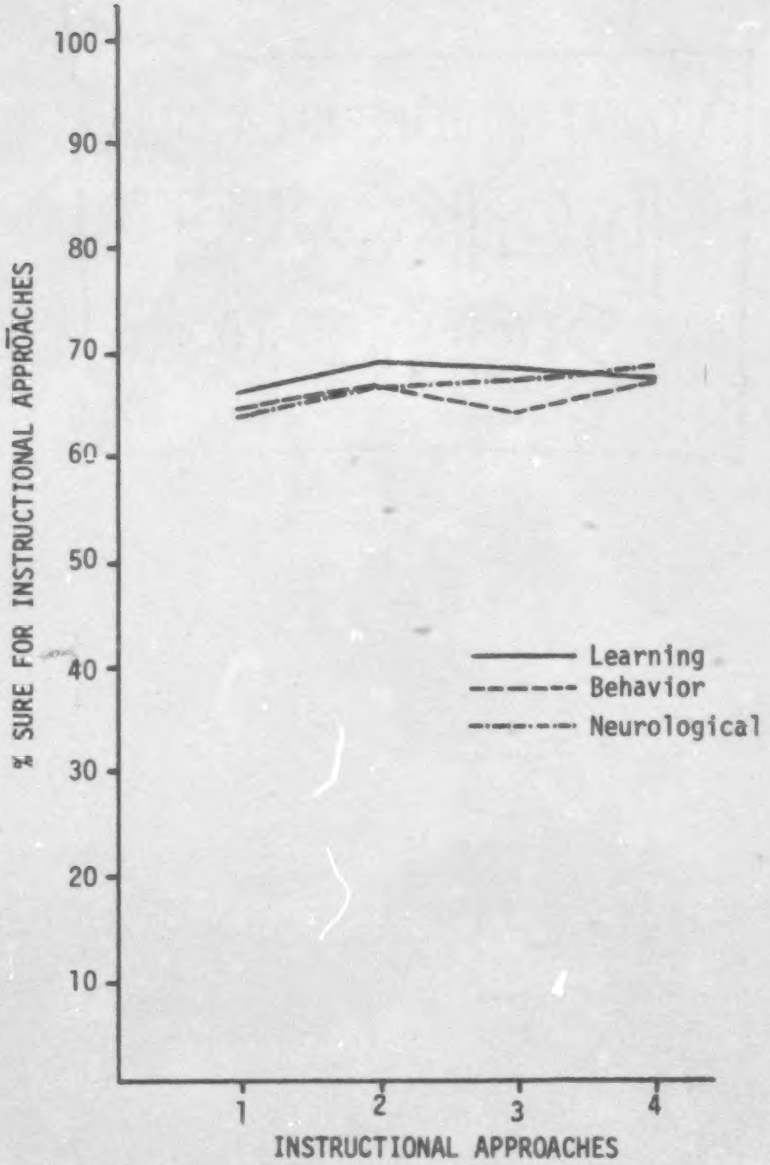

Figure 1. Level of confidence for teacher groups, in aggregate, for instructional approaches by problem area.

The two analyses for questions concerned with how sure teachers were that they would request assistance for special service if the instructional approach was not relatively successful in assisting a child who exhibits problems within the learning, behavior, and neurological areas indicated that: (1) first, second, and third grade teachers did not differ among themselves within the four requests for special service for each problem area; and (2) elementary teacher groups, in aggregate, did not differ from learning disability teachers within the four requests for special service for each problem area. The grand mean of the four teacher groups, in aggregate, for requests for special service after each instructional approach was not relatively successful by each problem area are presented in Figure 2. The grand mean for the first, second, third, and fourth request for special service was: (1) 33.65, 44.73, 59.16, and 80.15 for behavior problems, respectively; (2) 44.03, 53.72, 66.34, and 80.59 for learning problems, respectively; and (3) 46.17, 56.36, 72.36, and 84.92 for neurological problems, respectively.

The results, presented in Figure 1, generally indicate that the four teacher groups, in aggregate, feel relatively adequate about the instructional approaches they report they would use for children exhibitng problems within each problem area. However, and as shown in Figure 2, as the four teacher groups, in aggregate, experience failure in assisting a child who exhibits problems within each problem area, the likelihood for requesting assistance for special service increases.

The items selected for use in the questionnaire were chosen based on two criteria: (1) the items represented problems to which elementary teachers in the state of South Dakota perceived a high need

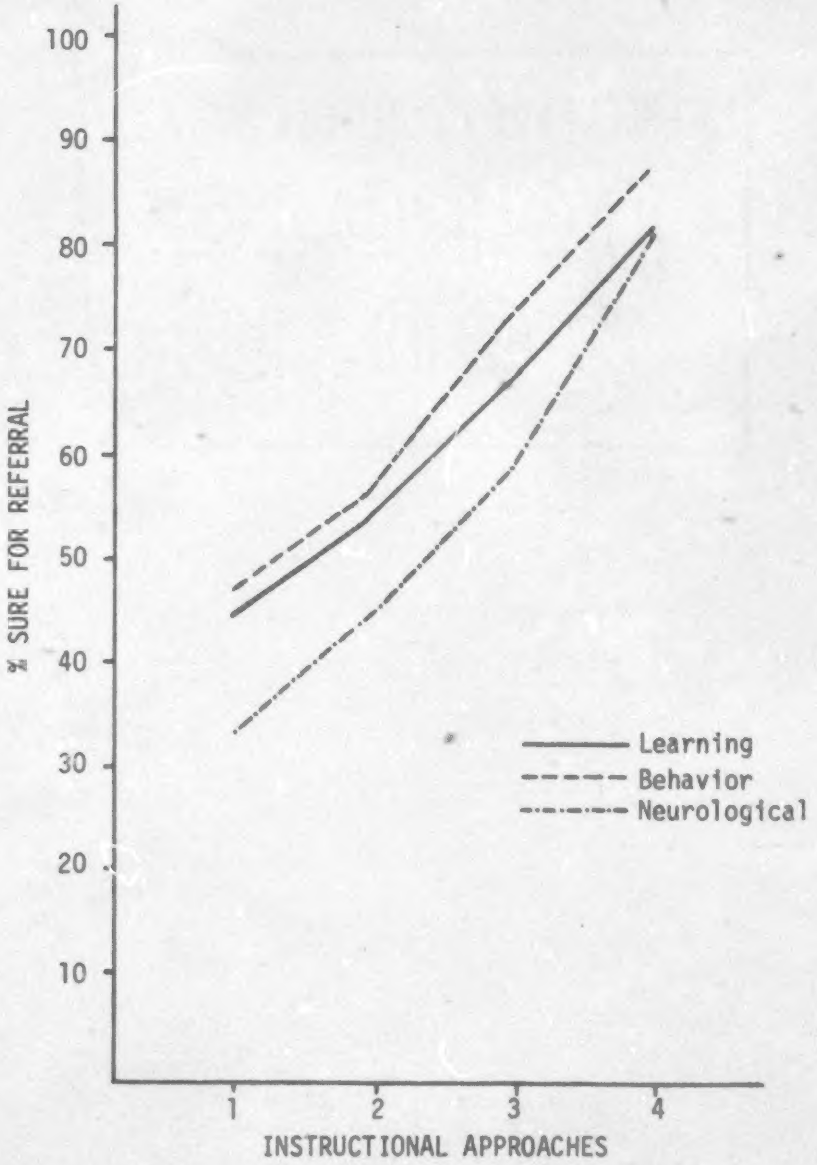

Figure 2. Level of confidence for teacher groups, in aggregate, for requesting assistance for special service after each instructional approach is not relatively successful by problem area.

for service (Flanders, 1973); and (2) the items represented problems that have been reported to be characteristic of children with learning disabilities or learning problems (Clements, 1966; Gearheart, 1973; Lerner, 1971; Novack et al., 1973; Wallace and Kauffman, 1973; Wallace and McLoughlin, 1975). Although the responses of elementary teacher groups, in aggregate, were not quantitatively different from learning disability teachers, it would be inappropriate to conclude that elementary teacher groups, grades one through three, feel adequate in teaching learning disability students. Children diagnosed as learning disabled typically exhibit a composite of learning, behavior, and possible neurological problems.

Conclusions

The results of this study suggest that elementary teachers, grades one through three, do not differ quantitatively from resource learning disability teachers who purportedly are trained to teach children who exhibit problems used in this study. However, future research may provide additional insight into the nature of the problem.

Suggestions for Future Research

The following three alternate hypotheses can potentially provide information concerning: (1) if qualitative differences exist between elementary teacher groups and learning disability teachers; and (2) if the results of this study can be generalized to urban settings. The alternate hypotheses are:

(1) There is no qualitative difference between the instructional approaches written by elementary teacher groups, in aggregate, and

learning disability teachers. In order to determine if the instructional approaches written by teacher groups differ, further analysis would be required. Specifically, the approaches would need to be content analyzed. Content analysis may show that the instructional approaches written by learning disability teachers are more "appropriate" for specific problems. The questionnaire provides information for subsequent content analysis, however, this was not within the scope of the study.

(2) There is no qualitative difference between the expected outcome for requesting assistance for special service for elementary teacher groups, in aggregate, and learning disability teachers. Elementary teacher groups, in aggregate, may request assistance for special service for the purpose of placing the child in a special education setting. The purpose for requesting assistance for special service by learning disability teachers may be to provide them with actions, i.e., instructional approaches they can use to assist the child in overcoming a specific problem. The questionnaire would have to be modified in order to test this alternate hypothesis. For example: after teachers had indicated the likelihood that they would request assistance for special service, they could be asked to indicate if the expected outcome was to: (1) have someone else assist the child in overcoming the problem; and (2) provide them with information for planning instructional approaches. However, difficulties arise with this modification since children taught by learning disability teachers are already placed outside the regular classroom for all or part of the school day. Consequently, it might be anticipated that more elementary teachers would request assistance for

placement in a special education setting than learning disability teachers.

(3) There is no difference between elementary teacher groups from rural versus urban areas in how sure they are about the instructional approaches they use and the subsequent likelihood for requesting assistance for special service. In urban areas where "extensive" special services are immediately available to teachers, they may tend to seek out the expertise of special service personnel when confronted by a problem. If the child then becomes the responsibility of the special service personnel, then the teacher may not have the opportunity to practice different instructional approaches. However, in rural areas where "extensive" special services are not immediately available, the teacher may tend to rely on her teaching skills rather than immediately seek the assistance from special service that is not readily available. Consequently, teachers in rural areas may potentially have the opportunity to try many different instructional approaches, practice the instructional approaches more often, and request assistance as a last option.

Finally, research would need to be conducted to ascertain the predictive validity and reliability of teacher responses. This would need to be done to determine if teacher responses were representative of their interaction with children exhibiting problems and subsequent referral of those children for special service.

Procedures and Data Analysis

Suggestions for modification of the procedures include: (1) determination of the sample size by specifying the power of the test prior to conducting the study; and (2) if possible, contact teachers who failed to complete portions of the questionnaire and obtain their responses via a telephone interview.

Further analysis of the data might be appropriate although not dictated by the questions of this study. The analyses are: (1) the quantitative relationship between instructional approaches and requests for special service; (2) the quantitative relationships between instructional approaches; (3) the quantitative relationship between requests for special service after each instructional approach was not relatively successful; (4) the quantitative relationship between learning, behavior, and neurological problems for instructional approaches; (5) the quantitative relationship between learning, behavior, and neurological problems for requesting assistance for special service after each instructional approach was not relatively successful; and (6) content analysis of the instructional approaches written by teachers to determine if qualitative differences exist between teacher groups.

Implications

Given that future research supports the predictive validity and reliability of teacher responses, it is possible that preventive strategies could be developed to assist the regular classroom teacher prior to the time when the likelihood for requesting assistance for special service is greatest.

The questionnaire has potential implications as a simulation exercise for pre-service teacher training. The questionnaire, based on the IME, provides a problem-solving structure through which prospective teachers can be trained in decision-making based on either subjective or objective information. The subjective information is based on experience in attempting various instructional approaches and is within the teachers repertoire. As educational data bases become available, teachers may ultimately have the opportunity to select from various instructional approaches that have been shown to be effective in assisting a child with a specific problem.

The questionnaire has potential implications for school districts in the design and implementation of in-service programs for teachers. The problems can be other than those that were used in this study. In-service programs can then be designed based on the needs of teachers.

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APPENDIX A

DR. MARTIN'S LETTER (RETYPED)

July 29, 1974

Project Director, BEH/DPP Personnel Preparation Program

Dear Colleague:

We would appreciate your delivering the attached letter of invitation to the Dean of your School/College of Education. This route of communication is used to expedite the timely planning and conceptualization necessary to respond to the invitation. It is hoped that you share our enthusiasm for this proposed aspect of the DPP program. If you have any questions, please call the project officer for your grant.

Sincerely,

Edwin W. Martin
Acting Deputy Commissioner
Bureau of Education for the Handicapped

July 29, 1974

Dean
School/College of Education

Dear Colleague:

This past year the Bureau of Education for the Handicapped (BEH), through its Division of Personnel Preparation (DPP), has initiated what we feel to be a very exciting and timely personnel preparation program. The program pertains to providing specialized preparation for regular education personnel, e.g., elementary educators, secondary educators, principals, supervisors, superintendents, career/vocational educators, and other personnel in those instructional competencies which are necessary for providing effective educational service to handicapped children placed in regular classrooms. Although we, naturally, have a basic interest in handicapped children, there is growing evidence that a much larger group of children, estimates range from 25 - 40% of all children will display variations in learning or behavioral styles which will require specially designed educational programs, for at least short periods of schooling. Our feeling is that too many teachers report feeling inadequate in dealing with these variations, and so feel powerless to teach gifted children, minority group children, highly active children, etc. The newest impetus for a change lies with the increasing practice of "mainstreaming." In its simplest form this practice refers to the placement of handicapped children with regular education teachers with supportive services from special educators, for most or a portion of a typical school day. In order for the pupil to benefit from such placement, the regular educator must be sensitive to the unique needs of handicapped children, and also be aware of instructional procedures which are effective with a handicapped learner.

By necessity, the majority of our efforts to date have been in the provision of inservice training to regular educators, and the formulation of state-wide study committees to review regular educator certification requirements and to recommend changes in these which would enable a regular educator to more effectively manage a learning environment for a handicapped child. Many individuals from colleges and universities have served as participants on these committees. The intent of the study committee is to stimulate changes in the undergraduate and graduate preparation of regular educators. While this may be an effective strategy, additional efforts are probably needed. That is, some resources should be made available to the Dean for this important effort.

The purpose of this brief communication, therefore, is to enlist your assistance as a change agent in the preparation of regular educators by reforming training sequences and curricula to include competencies for responding to the individual challenges of children, including the handicapped, who require additional attention. If you are interested in participating in this pioneer effort, we would welcome an application for a planning/operational grant. The project director of the current BEH/DPP training grant has all of the necessary application forms and materials. We anticipate that applications which are approved for funding will be in dollar amounts sufficient to employ an administrative assistant, secretarial support, consultants, and to provide a travel allowance for the project staff. There are several program related aspects which the application should contain. These are as follows:

1. The Project Director must be the Dean.

2. The application must contain a plan for the revision or reform of the regular education preparation programs in terms of responsiveness to the educational needs of handicapped children. Such revisions must extend beyond the addition of one or two required courses to include significant practical experiences, and should provide the teacher with skills and experiences necessary to feel competent to face the individual challenges of children who vary from "average" behavior. Innovative approaches to this curriculum revision task are welcomed.

3. In order to promote the development of number 2, the faculty in the special education program should be active participants in those functions, e.g., committees, which the Dean or faculty governing body may implement. While the faculty in special education will provide significant contributions, it will also be crucial that other faculties in the University or College who conduct programs for preparation personnel to serve the handicapped, e.g., speech and hearing, psychology, psychiatry, etc. be involved in the planning and implementation of such programs.

4. The application should contain a description of a three year timeline or plan in which the objectives of the project will be accomplished.

5. Expected outcomes of the project should be delineated. For example, the revision of the preparation curricula or programs should be specified as to type of changes, potential impact upon the School/College operations, anticipated benefits to those schools in which graduates are usually employed, and projected benefits for the handicapped and other children who the program's graduates will serve.

The BEH/DPP staff members hope that you will consider participation in this vital effort. All of us will look forward to hearing from you, and to the opportunity of working with you in the future. You have my best wishes for success.

Sincerely,

Edwin W. Martin
Acting Deputy Commissioner
Bureau of Education for the Handicapped

APPENDIX B

LEARNING, BEHAVIOR, AND NEUROLOGICAL ITEMS SELECTED FROM SELF-REPORT NEEDS SURVEY

ITEMS SELECTED FROM SELF-REPORT NEEDS SURVEY

LEARNING ITEMS

1. Does not know number facts appropriate to grade level and ability
2. Low vocabulary skills
3. Does not pronounce words correctly
4. Cannot work story or thought problems
5. Does not express ideas well in written form
6. Cannot attack arithmetic problems logically
7. Cannot tell stories in sequence
8. Poor use of grammar and syntax

BEHAVIOR ITEMS

1. Sits and plays alone much of the time
2. Throws temper tantrums
3. Very shy and timid -- friendless
4. Pushes, hits, or pinches others
5. Destroys others' property
6. Lies or steals
7. Is afraid of specific things
8. Is worried, apprehensive, unsure of self

NEUROLOGICAL ITEMS

1. Cannot name alphabet (lower case)
2. Cannot balance on a beam or other gym equipment
3. Cannot name alphabet (capitals)
4. Has shuffling gait
5. Has tremors
6. Cannot hear words with same beginning sounds
7. Seems to "black out" during classtime
8. Has seizures

APPENDIX C

SELF-REPORT NEEDS SURVEY

SELF-REPORT NEEDS SURVEY

District Name & Number ____________________ Building ____________________
Teacher Name ____________________ Grade __________ Class Size _______
Numbers of Black, Indian, Spanish-American, etc., in your room ____________

On the left side of the page (in the first column) please list the number of children who have been formally diagnosed by a professional: Doctor, Psychologist, Speech Therapist, etc., as belonging to one of the groups of exceptionalities. In the second column list those children who are being served. In the third column list those who need extended service. In the last column rank, from a low of 1 to a high of 5, how you feel about receiving services in each area. Only through this type of survey can we help you receive services for exceptional children. If children are integrated in your school system, the teacher and Director of Special Education or principal should fill this out together.

A. Exceptional Categories

Number	Number Served	Number Needing Extended Service	Rank	
				Educable Mentally Retarded (Individual IQ, 50 - 80)
				Trainable Mentally Retarded (Individual IQ, 50 or below)
				Deaf (diagnosed by audiologist or otolaryngologist)
				Hard of Hearing (diagnosed by audiologist or otolaryngologist)
				Articulation Problems (pronunciation-enunciation difficulties)
				Fluency difficulties (stuttering)
				Partially sighted (diagnosed by ophtahalmologist)
				Blind
				Cerebral Palsied
				Neurologically Impaired (abnormal EEG, electroencephalogram)
				Physically Handicapped
				Emotional Problems
				Hyperactivity (severe over activity)
				Cleft Palate
				Epileptic

______ ______ ________________ ____ Learning Disabilities

______ ______ ________________ ____ Language Disabled

For the following items, record the number of children who exhibit any of the listed behaviors in the first column. These would be children who have not been formally diagnosed. In the second column (rank) evaluate the behaviors that are most important to you in terms of receiving future service and/or ancillary help for each behavior exhibited by a child or children in your class. Rank "1" as being least important to "5" as most important.

B. Language--Speech and Hearing

Number Rank

______ ____ 1. Does not pronounce words correctly.
______ ____ 2. Has fluency (stuttering) problems.
______ ____ 3. Does not always understand what is said.
______ ____ 4. Does not hear likeness and differences in sound.
______ ____ 5. Cannot hear rhyming words.
______ ____ 6. Cannot hear words with same beginning sounds.
______ ____ 7. Voice draws attention to himself.
______ ____ 8. Does not express ideas well orally.
______ ____ 9. Cannot tell stories in sequence.
______ ____ 10. Does not express ideas well in written form.
______ ____ 11. Constantly repeats exactly what others have said.
______ ____ 12. Does not focus on topic being discussed and talks about irrelevant topics.
______ ____ 13. Constantly asking for repeated directions.
______ ____ 14. Poor use of grammar and syntax.
______ ____ 15. How many of the children who have difficulty in the above areas have diagnosed hearing problems?
______ ____ 16. Expresses self in written or verbal manner beyond expectancy for chronological age.

C. Reading

______ ____ 1. Does not recognize likeness and differences in letters and symbols.
______ ____ 2. Does not recognize likeness and differences in pictures and objects.
______ ____ 3. Reverses letters, numbers, or words.
______ ____ 4. Cannot name alphabet (capitals-first grade on).
______ ____ 5. Cannot name alphabet (lower case-first grade on).
______ ____ 6. Cannot understand what he reads.
______ ____ 7. Cannot understand what others are reading.
______ ____ 8. Cannot read well orally.
______ ____ 9. Does not have a good sight word vocabulary.
______ ____ 10. Does not have good word attack skills.

D. Arithmetic

______ ____ 1. Does not know number facts appropriate to grade and ability.
______ ____ 2. Does not understand relationships of symbols to amount.

______ ______ 3. Cannot work story or thought problems.
______ ______ 4. Cannot attack arithmetic problems logically.
______ ______ 5. Does math 1 or more grades above present grade level.

E. Writing

______ ______ 1. Does not form letters correctly.
______ ______ 2. Does not properly sequence letters.
______ ______ 3. Cannot copy material correctly.
______ ______ 4. Does not have good spacing, size, and alignment.
______ ______ 5. Is exceptionally adept at writing, art, or other forms of graphic art.

G. Motor

______ ______ 1. Cannot balance on a beam or other gym equipment.
______ ______ 2. Has difficulty with general coordination.
______ ______ 3. Has shuffling gait.
______ ______ 4. Has unusual posture.
______ ______ 5. Has tremors.
______ ______ 6. Seems to "black out" during classtime.
______ ______ 7. Has seizures.
______ ______ 8. Body movements are slow or absent.
______ ______ 9. Does not smile or laugh.
______ ______ 10. Is generally fatigued.
______ ______ 11. Makes few gestures.
______ ______ 12. Child is extremely well coordinated.

H. II Skills

______ ______ 1. Low vocabulary skills.
______ ______ 2. Poor memory.
______ ______ 3. Poor social judgement.
______ ______ 4. Has vocabulary skills 2 years or more above chronological age.
______ ______ 5. Has an excellent memory for details or concepts.

I. Behavioral (occurs at least once per day)

______ ______ 1. Not interested in school.
______ ______ 2. Does not complete assignments.
______ ______ 3. Does not seem to try.
______ ______ 4. Sits and plays alone much of the time.
______ ______ 5. Very shy and timid -- friendless.
______ ______ 6. Pushes, hits, or pinches others.
______ ______ 7. Throws temper tantrums.
______ ______ 8. Very argumentative.
______ ______ 9. Lies or steals.
______ ______ 10. Destroys others property.
______ ______ 11. Threatens others with physical harm.
______ ______ 12. Is overactive, restless.

______ ____ 13. Short attention span, distractable, unable to concentrate.
______ ____ 14. Cannot do tasks alone.
______ ____ 15. Persistently seeks affection from adults.
______ ____ 16. Is worried, apprehensive, unsure of self.
______ ____ 17. Is afraid of specific things.
______ ____ 18. Has difficulty separating from mother.
______ ____ 19. Chronic stomachache and headache.
______ ____ 20. Is a leader in group activities.

______ TOTAL NUMBER OF CHILDREN

APPENDIX D

LETTER TO TEACHERS DURING FIELD-TEST PHASE

LETTER TO TEACHERS

Dear Teacher:

You have been chosen to participate in the development of an instrument to be utilized by the School of Education and for a doctoral dissertation. It is important for teachers, like yourself, to have input regarding the development of the instrument since other teachers will also be responding to the questionnaire once it is in final form.

The purpose of the questionnaire is to obtain information from teachers for more precisely defining the pre-service teacher training program in the School of Education at the University of South Dakota. This is a continuing part of the School of Education's commitment to have classroom teachers lend their expertise toward restructuring the teacher education curriculum and instructional program at the undergraduate level.

We assure you that your answers will be held in strictest confidence. We are interested only in: (1) determining approximately how much time it takes to complete the questionnaire; and (2) determining if there are any difficulties encountered with the instructions and questionnaire. Under no circumstances will we report your responses on an individual or school name basis.

As you read the instructions and respond to the questionnaire, please make notations or underline the passages that do not seem clear to you. After you have completed the questionnaire, raise your hand so the monitor can record the time it took you to complete the questionnaire. After you have raised your hand, return to those passages that you underlined as "not seeming clear to you" and briefly describe the nature of the difficulty experienced. Feel free to write in the margin(s) or on the back of the page. When you are finished, return the questionnaire to the monitor.

Thank you very much for your valuable assistance.

Sincerely,

James Minor, Graduate Student	Dr. Arlen Gullickson, Asst. Prof.
School of Education	School of Education
University of South Dakota	University of South Dakota

APPENDIX E

INSTRUCTIONS DURING FIELD-TEST PHASE

INSTRUCTIONS

As you have learned through your teaching experience, some children exhibit learning and behavior difficulties that interfere with the child's learning process. You, as a teacher, have had the opportunity to try many different instructional approaches or techniques to assist children who are having difficulty in school. Sometimes you have had to try many different instructional approaches or techniques before you found one that was relatively successful in assisting the child. You have probably also found that sometimes it is necessary and beneficial to request assistance for some type of special service in order to assist in defining the nature of the difficulty a child is experiencing or for special class placement. For this questionnaire, SPECIAL SERVICE is defined as follows: (1) requesting assistance from a school psychologist, special education teacher, remedial reading or math specialist, speech therapist, nurse, physician: (2) making a referral to someone you feel can assist with the problem: and (3) making a referral for the child to have some type of testing and/or evaluation. This definition of SPECIAL SERVICE has been underlined as you may need to refer back to the definition occasionally.

The purpose of the questionnaire is to obtain information relative to: (1) the instructional approaches or techniques you would use with a child exhibiting a specific problem; (2) determine how sure you are that the instructional approach or technique you have specified will be relatively successful in assisting the child; and (3) determine how sure you are that you would request assistance for some type of special service if the instructional approach or technique was relatively unsuccessful in assisting the child. You are to assume that the SPECIAL SERVICES, as previously defined, are available to you even if they currently do not exist in your school or school district.

This questionnaire presents three different problems that some children exhibit in school. For each problem you will be asked to briefly describe the instructional approach or technique you feel is appropriate for the problem. Even if the problem described has never occurred in your classroom, describe an instructional approach or technique that you feel might be appropriate.

EXAMPLE PROBLEM SET:

The first question will be in the following form:

1. Briefly describe the first instructional approach or technique you would use with a child who cannot read well orally.

   Example response: Have the child read a short article silently to be sure he knows all the words. Then have him read the story aloud privately, recording his reading on audio tape. Critique the tape with the child, listening for phrasing and expression. Practice reading into the recorder and then to the class.

After you have written a brief instructional approach or technique, you will be asked to indicate "how sure you are that the approach or technique you wrote will be relatively successful in assisting the child who cannot read well orally." If you are 90% sure that the instructional approach or technique you wrote will be relatively successful in assisting the child, then you would put a check mark in the ____81-90% response category as shown below.

For the instructional approach or technique you wrote, indicate how sure you are that it will be relatively successful in assisting the child who cannot read well orally.

___01-10%___11-20%___21-30%___31-40%___41-50%

___51-60%___61-70%___71-80%✓81-90%___91-100%

Remember to mark only one response category that best describes how sure you feel.

You will then be asked to indicate "how sure you are that you would request assistance for some type of special service if the instructional approach or technique was relatively unsuccessful in assisting the child." If you feel 45% sure that you would request assistance for some type of special service when the instructional approach or technique was relatively unsuccessful in assisting the child, then then you would check the ____41-50% response category as shown below.

If the instructional approach or technique you wrote did not seem to be relatively successful in assisting the child, indicate how sure you are that you would request assistance for some type of special service?

___01-10%___11-20%___21-30%___31-40%✓41-50%

___51-60%___61-70%___71-80%___81-90%___91-100%

Even if you are 91-100% sure that you would request assistance for some type of special service, continue describing instructional approaches or techniques until you have written four instructional approaches or techniques and responded to all the questions. Remember to mark only one response category that best describes how sure you feel that you would request assistance for some type of special service.

You will then be requested to briefly describe a second, third, and fourth instructional approach or technique you would use for the same problem. For each instructional approach you will be asked the following two questions as previously described: (1) how sure you are that the approach will be relatively successful in assisting the child; and (2) how sure you are that you would request assistance for some type of special service if the instructional approach or technique was relatively unsuccessful in assisting the child. For each instructional approach and the two questions associated with that approach, you are to assume that the previous instructional approaches were relatively unsuccessful in assisting the child. For example: (1) questions associated with your second approach assume the first approach was relatively unsuccessful; (2) questions associated with your third approach assumes the first and second approach were relatively unsuccessful; and (3) questions associated with your fourth approach assumes the first, second, and third approach were relatively unsuccessful in assisting the child.

List four instructional approaches or techniques for each problem regardless of how certain you are that the approaches might be appropriate for the problem. Even if the problem described has never occurred in your classroom, list four instructional approaches or techniques to the best of your ability. This is important since, in order for the questionnaire to be complete, all the questions must be answered.

APPENDIX F

EIGHT ITEM GROUPS
USED DURING FIELD-TEST PHASE

ITEMS GROUP 1

1. BRIEFLY DESCRIBE THE FIRST INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO SITS AND PLAYS ALONE MUCH OF THE TIME.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO SITS AND PLAYS ALONE MUCH OF THE TIME.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

2. ASSUME THAT YOUR PREVIOUS APPROACH OR TECHNIQUE WAS RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE SECOND INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO SITS AND PLAYS ALONE MUCH OF THE TIME.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO SITS AND PLAYS ALONE MUCH OF THE TIME.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

3. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE THIRD INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO SITS AND PLAYS ALONE MUCH OF THE TIME.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO SITS AND PLAYS ALONE MUCH OF THE TIME.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

4. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE FOURTH INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO SITS AND PLAYS ALONE MUCH OF THE TIME.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO SITS AND PLAYS ALONE MUCH OF THE TIME.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

1. BRIEFLY DESCRIBE THE FIRST INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO DOES NOT KNOW NUMBER FACTS APPROPRIATE TO GRADE AND ABILITY.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO DOES NOT KNOW NUMBER FACTS APPROPRIATE TO GRADE AND ABILITY.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

2. ASSUME THAT YOUR PREVIOUS APPROACH OR TECHNIQUE WAS RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE SECOND INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO DOES NOT KNOW NUMBER FACTS APPROPRIATE TO GRADE AND ABILITY.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO DOES NOT KNOW NUMBER FACTS APPROPRIATE TO GRADE AND ABILITY.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

3. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE THIRD INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO DOES NOT KNOW NUMBER FACTS APPROPRIATE TO GRADE AND ABILITY.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE. INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO DOES NOT KNOW NUMBER FACTS APPROPRIATE TO GRADE AND ABILITY.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD. INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

4. ASSUME YOUR PREVIOUS APPROACHES OF TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE FOURTH INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO DOES NOT KNOW NUMBER FACTS APPROPRIATE TO GRADE AND ABILITY.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE. INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO DOES NOT KNOW NUMBER FACTS APPROPRIATE TO GRADE AND ABILITY.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD. INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

1. BRIEFLY DESCRIBE THE FIRST INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO CANNOT NAME THE LETTERS OF THE ALPHABET(LOWER CASE).

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO CANNOT NAME THE LETTERS OF THE ALPHABET(LOWER CASE).

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

2. ASSUME THAT YOUR PREVIOUS APPROACH OR TECHNIQUE WAS RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE SECOND INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO CANNOT NAME THE LETTERS OF THE ALPHABET(LOWER CASE).

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO CANNOT NAME THE LETTERS OF THE ALPHABET(LOWER CASE).

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

3. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE THIRD INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO CANNOT NAME THE LETTERS OF THE ALPHABET(LOWER CASE).

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO CANNOT NAME THE LETTERS OF THE ALPHABET(LOWER CASE).

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

4. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE FOURTH INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO CANNOT NAME THE LETTERS OF THE ALPHABET(LOWER CASE).

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO CANNOT NAME THE LETTERS OF THE ALPHABET(LOWER CASE).

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

ITEM GROUP 2

1. BRIEFLY DESCRIBE THE FIRST INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO IS EXHIBITING TEMPER TANTRUMS.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO IS EXHIBITING TEMPER TANTRUMS.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

2. ASSUME THAT YOUR PREVIOUS APPROACH OR TECHNIQUE WAS RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE SECOND INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO IS EXHIBITING TEMPER TANTRUMS.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO IS EXHIBITING TEMPER TANTRUMS.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

3. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE THIRD INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO IS EXHIBITING TEMPER TANTRUMS.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO IS EXHIBITING TEMPER TANTRUMS.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

4. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE FOURTH INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO IS EXHIBITING TEMPER TANTRUMS.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO IS EXHIBITING TEMPER TANTRUMS.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

1. BRIEFLY DESCRIBE THE FIRST INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO HAS LOW VOCABULARY SKILLS.

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FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO HAS LOW VOCABULARY SKILLS.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

2. ASSUME THAT YOUR PREVIOUS APPROACH OR TECHNIQUE WAS RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE SECOND INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO HAS LOW VOCABULARY SKILLS.

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FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO HAS LOW VOCABULARY SKILLS.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

3. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE THIRD INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO HAS LOW VOCABULARY SKILLS.

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FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO HAS LOW VOCABULARY SKILLS.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

4. ASSUME YOUR PREVIOUS APPROACHES OF TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE FOURTH INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO HAS LOW VOCABULARY SKILLS.

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FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO HAS LOW VOCABULARY SKILLS.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

1. BRIEFLY DESCRIBE THE FIRST INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO CANNOT BALANCE ON A BEAM OR OTHER GYM EQUIPMENT.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO CANNOT BALANCE ON A BEAM OR OTHER GYM EQUIPMENT.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

2. ASSUME THAT YOUR PREVIOUS APPROACH OR TECHNIQUE WAS RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE SECOND INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO CANNOT BALANCE ON A BEAM OR OTHER GYM EQUIPMENT.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO CANNOT BALANCE ON A BEAM OR OTHER GYM EQUIPMENT.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

3. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE THIRD INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO CANNOT BALANCE ON A BEAM OR OTHER GYM EQUIPMENT.

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FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO CANNOT BALANCE ON A BEAM OR OTHER GYM EQUIPMENT.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

4. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE FOURTH INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO CANNOT BALANCE ON A BEAM OR OTHER GYM EQUIPMENT.

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FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO CANNOT BALANCE ON A BEAM OR OTHER GYM EQUIPMENT.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

ITEM GROUP 3

1. BRIEFLY DESCRIBE THE FIRST INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO IS VERY SHY, TIMID, AND FRIENDLESS.

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FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO IS VERY SHY, TIMID, AND FRIENDLESS.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

2. ASSUME THAT YOUR PREVIOUS APPROACH OR TECHNIQUE WAS RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE SECOND INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO IS VERY SHY, TIMID, AND FRIENDLESS.

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FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO IS VERY SHY, TIMID, AND FRIENDLESS.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

3. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE THIRD INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO IS VERY SHY, TIMID, AND FRIENDLESS.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO IS VERY SHY, TIMID, AND FRIENDLESS.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

4. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE FOURTH INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO IS VERY SHY, TIMID, AND FRIENDLESS.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO IS VERY SHY, TIMID, AND FRIENDLESS.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

1. BRIEFLY DESCRIBE THE FIRST INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO CANNOT WORK STORY OR THOUGHT PROBLEMS.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE. INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO CANNOT WORK STORY OR THOUGHT PROBLEMS.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD. INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

2. ASSUME THAT YOUR PREVIOUS APPROACH OR TECHNIQUE WAS RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE SECOND INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO CANNOT WORK STORY OR THOUGHT PROBLEMS.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE. INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO CANNOT WORK STORY OR THOUGHT PROBLEMS.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD. INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

3. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE THIRD INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO CANNOT WORK STORY OR THOUGHT PROBLEMS.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO CANNOT WORK STORY OR THOUGHT PROBLEMS.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

4. ASSUME YOUR PREVIOUS APPROACHES OF TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE FOURTH INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO CANNOT WORK STORY OR THOUGHT PROBLEMS.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO CANNOT WORK STORY OR THOUGHT PROBLEMS.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

1. BRIEFLY DESCRIBE THE FIRST INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO CANNOT NAME THE LETTERS OF THE ALPHABET(CAPITALS).

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FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE. INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO CANNOT NAME THE LETTERS OF THE ALPHABET(CAPITALS).

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD. INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

2. ASSUME THAT YOUR PREVIOUS APPROACH OR TECHNIQUE WAS RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE SECOND INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO CANNOT NAME THE LETTERS OF THE ALPHABET(CAPITALS).

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FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE. INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO CANNOT NAME THE LETTERS OF THE ALPHABET(CAPITALS).

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD. INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

3. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE THIRD INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO CANNOT NAME THE LETTERS OF THE ALPHABET(CAPITALS).

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE. INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO CANNOT NAME THE LETTERS OF THE ALPHABET(CAPITALS).

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD. INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

4. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE FOURTH INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO CANNOT NAME THE LETTERS OF THE ALPHABET(CAPITALS).

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE. INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO CANNOT NAME THE LETTERS OF THE ALPHABET(CAPITALS).

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD. INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

ITEM GROUP 4

South
Dakota

1. BRIEFLY DESCRIBE THE FIRST INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO PUSHES, HITS, OR PINCHES OTHERS.

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FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO PUSHES, HITS, OR PINCHES OTHERS.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

2. ASSUME THAT YOUR PREVIOUS APPROACH OR TECHNIQUE WAS RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE SECOND INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO PUSHES, HITS, OR PINCHES OTHERS.

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FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO PUSHES, HITS, OR PINCHES OTHERS.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

3. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE THIRD INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO PUSHES, HITS, OR PINCHES OTHERS.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO PUSHES, HITS, OR PINCHES OTHERS.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

4. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE FOURTH INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO PUSHES, HITS, OR PINCHES OTHERS.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO PUSHES, HITS, OR PINCHES OTHERS.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

1. BRIEFLY DESCRIBE THE FIRST INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO DOES NOT PRONOUNCE WORDS CORRECTLY.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO DOES NOT PRONOUNCE WORDS CORRECTLY.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

2. ASSUME THAT YOUR PREVIOUS APPROACH OR TECHNIQUE WAS RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE SECOND INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO DOES NOT PRONOUNCE WORDS CORRECTLY.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO DOES NOT PRONOUNCE WORDS CORRECTLY.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

3. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE THIRD INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO DOES NOT PRONOUNCE WORDS CORRECTLY.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO DOES NOT PRONOUNCE WORDS CORRECTLY.

__01-10% __11-20% __21-30% __31-40% __41-50%
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IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

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__51-60% __61-70% __71-80% __81-90% __91-100%

4. ASSUME YOUR PREVIOUS APPROACHES OF TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE FOURTH INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO DOES NOT PRONOUNCE WORDS CORRECTLY.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO DOES NOT PRONOUNCE WORDS CORRECTLY.

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IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

1. BRIEFLY DESCRIBE THE FIRST INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO SEEMS TO HAVE A SHUFFLING GAIT.

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FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE. INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO SEEMS TO HAVE A SHUFFLING GAIT.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD. INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

2. ASSUME THAT YOUR PREVIOUS APPROACH OR TECHNIQUE WAS RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE SECOND INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO SEEMS TO HAVE A SHUFFLING GAIT.

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__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD. INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

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__51-60% __61-70% __71-80% __81-90% __91-100%

3. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE THIRD INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO SEEMS TO HAVE A SHUFFLING GAIT.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE. INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO SEEMS TO HAVE A SHUFFLING GAIT.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD. INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

4. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE FOURTH INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO SEEMS TO HAVE A SHUFFLING GAIT.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE. INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO SEEMS TO HAVE A SHUFFLING GAIT.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD. INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

ITEM GROUP 5

1. BRIEFLY DESCRIBE THE FIRST INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO DESTROYS OTHERS PROPERTY.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE. INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO DESTROYS OTHERS PROPERTY.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD. INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

2. ASSUME THAT YOUR PREVIOUS APPROACH OR TECHNIQUE WAS RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE SECOND INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO DESTROYS OTHERS PROPERTY.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE. INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO DESTROYS OTHERS PROPERTY.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD. INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

3. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE THIRD INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO DESTROYS OTHERS PROPERTY.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE. INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO DESTROYS OTHERS PROPERTY.

__01-10% __11-20% __21-30% __31-40% __41-50%

__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD. INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%

__51-60% __61-70% __71-80% __81-90% __91-100%

4. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE FOURTH INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO DESTROYS OTHERS PROPERTY.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE. INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO DESTROYS OTHERS PROPERTY.

__01-10% __11-20% __21-30% __31-40% __41-50%

__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD. INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%

__51-60% __61-70% __71-80% __81-90% __91-100%

1. BRIEFLY DESCRIBE THE FIRST INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO DOES NOT EXPRESS IDEAS WELL IN WRITTEN FORM.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO DOES NOT EXPRESS IDEAS WELL IN WRITTEN FORM.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

2. ASSUME THAT YOUR PREVIOUS APPROACH OR TECHNIQUE WAS RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE SECOND INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO DOES NOT EXPRESS IDEAS WELL IN WRITTEN FORM.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO DOES NOT EXPRESS IDEAS WELL IN WRITTEN FORM.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

3. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE THIRD INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO DOES NOT EXPRESS IDEAS WELL IN WRITTEN FORM.

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FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO DOES NOT EXPRESS IDEAS WELL IN WRITTEN FORM.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

4. ASSUME YOUR PREVIOUS APPROACHES OF TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE FOURTH INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO DOES NOT EXPRESS IDEAS WELL IN WRITTEN FORM.

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FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO DOES NOT EXPRESS IDEAS WELL IN WRITTEN FORM.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

1. BRIEFLY DESCRIBE THE FIRST INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO SEEMS TO HAVE TREMORS.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE. INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO SEEMS TO HAVE TREMORS.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD. INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

2. ASSUME THAT YOUR PREVIOUS APPROACH OR TECHNIQUE WAS RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE SECOND INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO SEEMS TO HAVE TREMORS.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE. INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO SEEMS TO HAVE TREMORS.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD. INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

3. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE THIRD INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO SEEMS TO HAVE TREMORS.

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FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO SEEMS TO HAVE TREMORS.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

4. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE FOURTH INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO SEEMS TO HAVE TREMORS.

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FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO SEEMS TO HAVE TREMORS.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

ITEM GROUP 6

1. BRIEFLY DESCRIBE THE FIRST INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO LIES OR STEALS.

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FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO LIES OR STEALS.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

2. ASSUME THAT YOUR PREVIOUS APPROACH OR TECHNIQUE WAS RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE SECOND INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO LIES OR STEALS.

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FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO LIES OR STEALS.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

3. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE THIRD INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO LIES OR STEALS.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO LIES OR STEALS.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

4. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE FOURTH INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO LIES OR STEALS.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO LIES OR STEALS.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

1. BRIEFLY DESCRIBE THE FIRST INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO CANNOT ATTACK ARITHMETIC PROBLEMS LOGICALLY.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO CANNOT ATTACK ARITHMETIC PROBLEMS LOGICALLY.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

2. ASSUME THAT YOUR PREVIOUS APPROACH OR TECHNIQUE WAS RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE SECOND INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO CANNOT ATTACK ARITHMETIC PROBLEMS LOGICALLY.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO CANNOT ATTACK ARITHMETIC PROBLEMS LOGICALLY.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

3. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE THIRD INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO CANNOT ATTACK ARITHMETIC PROBLEMS LOGICALLY.

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FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE. INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO CANNOT ATTACK ARITHMETIC PROBLEMS LOGICALLY.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD. INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

4. ASSUME YOUR PREVIOUS APPROACHES OF TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE FOURTH INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO CANNOT ATTACK ARITHMETIC PROBLEMS LOGICALLY.

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FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE. INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO CANNOT ATTACK ARITHMETIC PROBLEMS LOGICALLY.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD. INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

1. BRIEFLY DESCRIBE THE FIRST INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO CANNOT HEAR WORDS WITH THE SAME BEGINNING SOUNDS.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO CANNOT HEAR WORDS WITH THE SAME BEGINNING SOUNDS.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

2. ASSUME THAT YOUR PREVIOUS APPROACH OR TECHNIQUE WAS RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE SECOND INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO CANNOT HEAR WORDS WITH THE SAME BEGINNING SOUNDS.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO CANNOT HEAR WORDS WITH THE SAME BEGINNING SOUNDS.

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__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

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__51-60% __61-70% __71-80% __81-90% __91-100%

3. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE THIRD INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO CANNOT HEAR WORDS WITH THE SAME BEGINNING SOUNDS.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE. INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO CANNOT HEAR WORDS WITH THE SAME BEGINNING SOUNDS.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD. INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

4. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE FOURTH INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO CANNOT HEAR WORDS WITH THE SAME BEGINNING SOUNDS.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE. INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO CANNOT HEAR WORDS WITH THE SAME BEGINNING SOUNDS.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD. INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

ITEM GROUP 7

1. BRIEFLY DESCRIBE THE FIRST INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO IS AFRAID OF SPECIFIC THINGS.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO IS AFRAID OF SPECIFIC THINGS.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

2. ASSUME THAT YOUR PREVIOUS APPROACH OR TECHNIQUE WAS RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE SECOND INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO IS AFRAID OF SPECIFIC THINGS.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO IS AFRAID OF SPECIFIC THINGS.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

3. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE THIRD INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO IS AFRAID OF SPECIFIC THINGS.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE. INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO IS AFRAID OF SPECIFIC THINGS.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD. INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

4. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE FOURTH INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO IS AFRAID OF SPECIFIC THINGS.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE. INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO IS AFRAID OF SPECIFIC THINGS.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD. INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

1. BRIEFLY DESCRIBE THE FIRST INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO CANNOT TELL STORIES IN SEQUENCE.

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FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO CANNOT TELL STORIES IN SEQUENCE.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

2. ASSUME THAT YOUR PREVIOUS APPROACH OR TECHNIQUE WAS RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE SECOND INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO CANNOT TELL STORIES IN SEQUENCE.

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FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO CANNOT TELL STORIES IN SEQUENCE.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

3. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE THIRD INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO CANNOT TELL STORIES IN SEQUENCE.

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FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO CANNOT TELL STORIES IN SEQUENCE.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

4. ASSUME YOUR PREVIOUS APPROACHES OF TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE FOURTH INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO CANNOT TELL STORIES IN SEQUENCE.

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FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO CANNOT TELL STORIES IN SEQUENCE.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

1. BRIEFLY DESCRIBE THE FIRST INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO SEEMS TO "BLACK OUT" DURING CLASSTIME.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO SEEMS TO "BLACK OUT" DURING CLASSTIME.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

2. ASSUME THAT YOUR PREVIOUS APPROACH OR TECHNIQUE WAS RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE SECOND INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO SEEMS TO "BLACK OUT" DURING CLASSTIME.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO SEEMS TO "BLACK OUT" DURING CLASSTIME.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

3. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE THIRD INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO SEEMS TO "BLACK OUT" DURING CLASSTIME.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO SEEMS TO "BLACK OUT" DURING CLASSTIME.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

4. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE FOURTH INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO SEEMS TO "BLACK OUT" DURING CLASSTIME.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO SEEMS TO "BLACK OUT" DURING CLASSTIME.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

ITEM GROUP 8

1. BRIEFLY DESCRIBE THE FIRST INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO IS WORRIED. APPREHENSIVE. AND UNSURE OF SELF.

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FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE. INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO IS WORRIED. APPREHENSIVE. AND UNSURE OF SELF.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD. INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

2. ASSUME THAT YOUR PREVIOUS APPROACH OR TECHNIQUE WAS RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE SECOND INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO IS WORRIED. APPREHENSIVE. AND UNSURE OF SELF.

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FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE. INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO IS WORRIED. APPREHENSIVE. AND UNSURE OF SELF.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD. INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

3. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE THIRD INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO IS WORRIED, APPREHENSIVE, AND UNSURE OF SELF.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO IS WORRIED, APPREHENSIVE, AND UNSURE OF SELF.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

4. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE FOURTH INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO IS WORRIED, APPREHENSIVE, AND UNSURE OF SELF.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO IS WORRIED, APPREHENSIVE, AND UNSURE OF SELF.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

1. BRIEFLY DESCRIBE THE FIRST INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO HAS POOR USE OF GRAMMAR AND SYNTAX.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO HAS POOR USE OF GRAMMAR AND SYNTAX.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

2. ASSUME THAT YOUR PREVIOUS APPROACH OR TECHNIQUE WAS RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE SECOND INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO HAS POOR USE OF GRAMMAR AND SYNTAX.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO HAS POOR USE OF GRAMMAR AND SYNTAX.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

3. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE THIRD INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO HAS POOR USE OF GRAMMAR AND SYNTAX.

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FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO HAS POOR USE OF GRAMMAR AND SYNTAX.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

4. ASSUME YOUR PREVIOUS APPROACHES OF TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE FOURTH INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO HAS POOR USE OF GRAMMAR AND SYNTAX.

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FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO HAS POOR USE OF GRAMMAR AND SYNTAX.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

1. BRIEFLY DESCRIBE THE FIRST INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO SEEMS TO HAVE SEIZURES.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO SEEMS TO HAVE SEIZURES.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

2. ASSUME THAT YOUR PREVIOUS APPROACH OR TECHNIQUE WAS RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE SECOND INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO SEEMS TO HAVE SEIZURES.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO SEEMS TO HAVE SEIZURES.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

3. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE THIRD INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO SEEMS TO HAVE SEIZURES.

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FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE. INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO SEEMS TO HAVE SEIZURES.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD. INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

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__51-60% __61-70% __71-80% __81-90% __91-100%

4. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE FOURTH INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO SEEMS TO HAVE SEIZURES.

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FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE. INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO SEEMS TO HAVE SEIZURES.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD. INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

APPENDIX G

Raw Data for Field-Test Instructional Approaches

Responses of Teachers, Grades 1 through 3, for How Adequate They Feel About Instructional Approaches, 1 through 4, They Would Use with Children for Specific Problems

Tchr Group	Item Group	Behavior Approaches				Learning Approaches				Neurological Approaches			
1	1	10	30	50	50	20	30	50	50	40	40	40	70
2	1	40	100	40	40	10	20	60	80	60	80	60	90
3	1	80	90	70	80	100	90	90	80	50	50	50	80
1	2	40	50	80	20	80	40	90	50	60	60	90	90
2	2	60	60	90	80	80	70	80	100	80	30	10	10
3	2	60	60	90	90	90	90	60	90	80	90	60	70
1	3	50	80	80	90	80	50	80	90	90	80	90	90
2	3	90	90	80	90	90	90	80	40	70	70	80	80
3	3	80	80	80	100	100	90	30	10	100	90	20	20
1	4	60	60	90	90	10	10	20	10	10	10	10	10
2	4	90	90	90	90	50	70	80	90	90	90	90	90
3	4	100	100	100	100	50	50	40	30	70	60	50	70
1	5	60	70	70	40	50	60	50	40	50	40	30	20
2	5	60	70	80	80	20	10	10	10	10	10	10	10
3	5	50	50	50	30	70	50	50	40	100	100	90	10
1	6	80	90	90	80	90	100	90	80	90	80	90	90
2	6	40	50	70	70	50	60	20	60	50	60	60	60
3	6	80	90	70	60	80	80	80	80	70	70	80	80
1	7	20	10	50	80	20	40	70	100	10	40	80	90
2	7	30	30	30	20	60	40	30	30	60	40	30	10
3	7	50	60	70	90	70	70	80	90	40	60	60	90
1	8	90	90	100	90	70	60	90	80	50	30	30	10
2	8	80	70	80	80	80	70	60	40	80	70	80	80
3	8	50	50	50	50	100	10	10	10	100	10	10	10

APPENDIX H

INSTRUCTIONS USED IN THIS STUDY

INSTRUCTIONS

As you have learned through your teaching experience, some children exhibit learning and behavior difficulties that interfere with the child's learning process. You, as a teacher, have had the opportunity to try many different instructional approaches or techniques to assist children who are having difficulty in school. Sometimes you have had to try many different instructional approaches or techniques before you found one that was relatively successful in assisting the child. You have probably also found that sometimes it is necessary and beneficial to request assistance for some type of special service in order to assist in defining the nature of the difficulty a child is experiencing or for special class placement. For this questionnaire, special service is defined as follows: (1) requesting assistance from a school psychologist, special education teacher, remedial reading or math specialist, speech therapist, nurse, physician; (2) making a referral to someone you feel can assist with the problem; and (3) making a referral for the child to have some type of testing and/or evaluation. This definition of special service has been underlined as you may need to refer back to the definition occasionally.

The purpose of the questionnaire is to obtain information relative to: (1) the instructional approaches or techniques you would use with a child exhibiting a specific problem; (2) determine how sure you are that the instructional approach or technique you have specified will be relatively successful in assisting the child; and (3) determine how sure you are that you would request assistance for some type of special service if the instructional approach or technique was relatively unsuccessful in assisting the child. You are to assume that the special services, as previously defined, are available to you even if they currently do not exist in your school or school district.

This questionnaire presents three different problems that some children exhibit in school. For each problem you will be asked to briefly describe the instructional approach or technique you feel is appropriate for the problem. AN INSTRUCITONAL APPROACH OR TECHNIQUE IS DEFINED AS THE ACTIVITIES, MATERIALS OR THE INSTRUCTIONAL CONTENT YOU WOULD USE IN ASSISTING A CHILD IN OVERCOMING A PARTICULAR PROBLEM. IT IS UNDERSTOOD THAT YOU MAY NOT HAVE HAD DIRECT EXPERIENCE WITH ALL THE PROBLEMS DESCRIBED IN THE QUESTIONNAIRE. HOWEVER, EVEN IF YOU HAVE NOT HAD EXPERIENCE WITH A PROBLEM DESCRIBED IN THE QUESTIONNAIRE, PLEASE DESCRIBE AN INSTRUCTIONAL APPROACH OR TECHNIQUE THAT YOU FEEL YOU MIGHT USE. ANSWER EACH QUESTION BASED ON THE GRADE AND AGE OF CHILDREN YOU CURRENTLY TEACH.

The first question will be in the following form:

1. Briefly describe the first instructional approach or technique you would use with a child who cannot read well orally.

> Example response: Have the child read a short article silently to be sure he knows all the words. Then have him read the story aloud privately, recording his reading on audio tape. Critique the tape with the child, listening for phrasing and expression. Practice reading into the recorder and then to the class.

After you have written a brief instructional approach or technique, you will be asked to indicate "how sure you are that the approach or technique you wrote will be relatively successful in assisting the child who cannot read well orally." If you are 90% sure that the instructional approach or technique you wrote will be relatively successful in assisting the child then you would put a check mark in the ___81-90% response category as shown below.

> For the instructional approach or technique you wrote, indicate how sure you are that it will be relatively successful in assisting the child who cannot read well orally.
>
> ___01-10%___11-20%___21-30%___31-40%___41-50%
>
> ___51-60%___61-70%___71-80%✓81-90%___91-100%

Remember to mark only one response category that best describes how sure you feel.

You will then be asked to indicate "how sure you are that you would request assistance for some type of special service if the instructional approach or technique was relatively unsuccessful in assisting the child." If you feel 45% sure that you would request assistance for some type of special service when the instructional approach or technique was relatively unsuccessful in assisting the child, then you would check the ____41-50% response category as shown below.

> If the instructional approach or technique you wrote did not seem to be relatively successful in assisting the child, indicate how sure you are that you would request assistance for some type of special service?
>
> ___01-10%___11-20%___21-30%___31-40%✓41-50%
>
> ___51-60%___61-70%___71-80%___81-90%___91-100%

Even if you are 91-100% sure that you would request assistance for some type of special service, continue describing instructional approaches or techniques until you have written four instructional approaches or techniques and responded to all the questions. Remember to mark only one response category that best describes how sure you feel that you would request assistance for some type of special service.

After you have written your first instructional approach or technique, you will then be requested to briefly describe a second, third, and fourth instructional approach or technique you would use for the same problem. For each instructional approach you will be asked the following two questions: (1) how sure you are that the approach will be relatively successful in assisting the child; and (2) how sure you are that you would request assistance for some type of special service if the instructional approach or technique was relatively unsuccessful in assisting the child. For each instructional approach and the two questions associated with that approach, you are to assume that the previous instructional approaches were relatively unsuccessful in assisting the child. For example: (1) questions associated with your second approach assume the first approach was relatively unsuccessful; (2) questions associated with your third approach assume the first and second approaches were relatively unsuccessful; and (3) questions associated with your fourth approach assumes the first, second, and third approaches were relatively unsuccessful in assisting the child.

List four instructional approaches or techniques for each problem regardless of how certain you are that the approaches might be useful or appropriate for the problem. RECALL THAT AN INSTRUCTIONAL APPROACH OR TECHNIQUE IS DEFINED AS FOLLOWS: THE ACTIVITIES, MATERIALS OR THE INSTRUCTIONAL CONTENT YOU WOULD USE IN ASSISTING A CHILD IN OVERCOMING A PARTICULAR PROBLEM. AN INSTRUCTIONAL APPROACH OR TECHNIQUE DOES NOT INCLUDE REQUESTING ASSISTANCE FOR SPECIAL SERVICE OR MAKING REFERRAL FOR ASSISTANCE OR TESTING/EVALUATION.

APPENDIX I

REVISED FIVE ITEM GROUPS USED IN THIS STUDY

ITEM GROUP 1

1. BRIEFLY DESCRIBE THE FIRST INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO SITS AND PLAYS ALONE MUCH OF THE TIME.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO SITS AND PLAYS ALONE MUCH OF THE TIME.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

2. ASSUME THAT YOUR PREVIOUS APPROACH OR TECHNIQUE WAS RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE SECOND INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO SITS AND PLAYS ALONE MUCH OF THE TIME.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO SITS AND PLAYS ALONE MUCH OF THE TIME.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

3. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE THIRD INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO SITS AND PLAYS ALONE MUCH OF THE TIME.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO SITS AND PLAYS ALONE MUCH OF THE TIME.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

4. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE FOURTH INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO SITS AND PLAYS ALONE MUCH OF THE TIME.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO SITS AND PLAYS ALONE MUCH OF THE TIME.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

1. BRIEFLY DESCRIBE THE FIRST INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO DOES NOT KNOW NUMBER FACTS APPROPRIATE TO GRADE AND ABILITY.

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FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO DOES NOT KNOW NUMBER FACTS APPROPRIATE TO GRADE AND ABILITY.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

2. ASSUME THAT YOUR PREVIOUS APPROACH OR TECHNIQUE WAS RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE SECOND INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO DOES NOT KNOW NUMBER FACTS APPROPRIATE TO GRADE AND ABILITY.

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FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO DOES NOT KNOW NUMBER FACTS APPROPRIATE TO GRADE AND ABILITY.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

3. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE THIRD INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO DOES NOT KNOW NUMBER FACTS APPROPRIATE TO GRADE AND ABILITY.

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FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO DOES NOT KNOW NUMBER FACTS APPROPRIATE TO GRADE AND ABILITY.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

4. ASSUME YOUR PREVIOUS APPROACHES OF TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE FOURTH INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO DOES NOT KNOW NUMBER FACTS APPROPRIATE TO GRADE AND ABILITY.

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FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO DOES NOT KNOW NUMBER FACTS APPROPRIATE TO GRADE AND ABILITY.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

1. BRIEFLY DESCRIBE THE FIRST INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO CANNOT NAME THE LETTERS OF THE ALPHABET (LOWER CASE).

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO CANNOT NAME THE LETTERS OF THE ALPHABET(LOWER CASE).

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

2. ASSUME THAT YOUR PREVIOUS APPROACH OR TECHNIQUE WAS RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE SECOND INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO CANNOT NAME THE LETTERS OF THE ALPHABET(LOWER CASE).

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO CANNOT NAME THE LETTERS OF THE ALPHABET(LOWER CASE).

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

3. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE THIRD INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO CANNOT NAME THE LETTERS OF THE ALPHABET(LOWER CASE).

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE. INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO CANNOT NAME THE LETTERS OF THE ALPHABET(LOWER CASE).

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD. INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

4. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE FOURTH INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO CANNOT NAME THE LETTERS OF THE ALPHABET(LOWER CASE).

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE. INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO CANNOT NAME THE LETTERS OF THE ALPHABET(LOWER CASE).

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD. INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

ITEM GROUP 2

1. BRIEFLY DESCRIBE THE FIRST INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO IS EXHIBITING TEMPER TANTRUMS.

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FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO IS EXHIBITING TEMPER TANTRUMS.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

2. ASSUME THAT YOUR PREVIOUS APPROACH OR TECHNIQUE WAS RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE SECOND INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO IS EXHIBITING TEMPER TANTRUMS.

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FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO IS EXHIBITING TEMPER TANTRUMS.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

3. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE THIRD INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO IS EXHIBITING TEMPER TANTRUMS.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE. INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO IS EXHIBITING TEMPER TANTRUMS.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD. INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

4. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE FOURTH INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO IS EXHIBITING TEMPER TANTRUMS.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE. INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO IS EXHIBITING TEMPER TANTRUMS.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD. INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

1. BRIEFLY DESCRIBE THE FIRST INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO HAS LOW VOCABULARY SKILLS.

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FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE. INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO HAS LOW VOCABULARY SKILLS.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD. INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

2. ASSUME THAT YOUR PREVIOUS APPROACH OR TECHNIQUE WAS RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE SECOND INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO HAS LOW VOCABULARY SKILLS.

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FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE. INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO HAS LOW VOCABULARY SKILLS.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD. INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

3. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE THIRD INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO HAS LOW VOCABULARY SKILLS.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE. INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO HAS LOW VOCABULARY SKILLS.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD. INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

4. ASSUME YOUR PREVIOUS APPROACHES OF TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE FOURTH INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO HAS LOW VOCABULARY SKILLS.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE. INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO HAS LOW VOCABULARY SKILLS.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD. INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

1. BRIEFLY DESCRIBE THE FIRST INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO CANNOT BALANCE ON A BEAM OR OTHER GYM EQUIPMENT.

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FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO CANNOT BALANCE ON A BEAM OR OTHER GYM EQUIPMENT.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

2. ASSUME THAT YOUR PREVIOUS APPROACH OR TECHNIQUE WAS RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE SECOND INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO CANNOT BALANCE ON A BEAM OR OTHER GYM EQUIPMENT.

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FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO CANNOT BALANCE ON A BEAM OR OTHER GYM EQUIPMENT.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

3. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE THIRD INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO CANNOT BALANCE ON A BEAM OR OTHER GYM EQUIPMENT.

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FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO CANNOT BALANCE ON A BEAM OR OTHER GYM EQUIPMENT.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

4. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE FOURTH INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO CANNOT BALANCE ON A BEAM OR OTHER GYM EQUIPMENT.

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FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO CANNOT BALANCE ON A BEAM OR OTHER GYM EQUIPMENT.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

ITEM GROUP 3

1. BRIEFLY DESCRIBE THE FIRST INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO PUSHES. HITS. OR PINCHES OTHERS.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE. INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO PUSHES. HITS. OR PINCHES OTHERS.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD. INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

2. ASSUME THAT YOUR PREVIOUS APPROACH OR TECHNIQUE WAS RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE SECOND INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO PUSHES. HITS. OR PINCHES OTHERS.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE. INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO PUSHES. HITS. OR PINCHES OTHERS.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD. INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

3. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE THIRD INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO PUSHES, HITS, OR PINCHES OTHERS.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO PUSHES, HITS, OR PINCHES OTHERS.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

4. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE FOURTH INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO PUSHES, HITS, OR PINCHES OTHERS.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO PUSHES, HITS, OR PINCHES OTHERS.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

1. BRIEFLY DESCRIBE THE FIRST INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO DOES NOT PRONOUNCE WORDS CORRECTLY.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO DOES NOT PRONOUNCE WORDS CORRECTLY.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

2. ASSUME THAT YOUR PREVIOUS APPROACH OR TECHNIQUE WAS RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE SECOND INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO DOES NOT PRONOUNCE WORDS CORRECTLY.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO DOES NOT PRONOUNCE WORDS CORRECTLY.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

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__51-60% __61-70% __71-80% __81-90% __91-100%

3. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE THIRD INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO DOES NOT PRONOUNCE WORDS CORRECTLY.

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FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO DOES NOT PRONOUNCE WORDS CORRECTLY.

__01-10% __11-20% __21-30% __31-40% __41-50%
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IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

4. ASSUME YOUR PREVIOUS APPROACHES OF TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE FOURTH INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO DOES NOT PRONOUNCE WORDS CORRECTLY.

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FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO DOES NOT PRONOUNCE WORDS CORRECTLY.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

1. BRIEFLY DESCRIBE THE FIRST INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO SEEMS TO HAVE A SHUFFLING GAIT.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO SEEMS TO HAVE A SHUFFLING GAIT.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

2. ASSUME THAT YOUR PREVIOUS APPROACH OR TECHNIQUE WAS RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE SECOND INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO SEEMS TO HAVE A SHUFFLING GAIT.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO SEEMS TO HAVE A SHUFFLING GAIT.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

3. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE THIRD INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO SEEMS TO HAVE A SHUFFLING GAIT.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO SEEMS TO HAVE A SHUFFLING GAIT.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

4. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE FOURTH INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO SEEMS TO HAVE A SHUFFLING GAIT.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO SEEMS TO HAVE A SHUFFLING GAIT.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

ITEM GROUP 4

1. BRIEFLY DESCRIBE THE FIRST INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO LIES OR STEALS.

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FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO LIES OR STEALS.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

2. ASSUME THAT YOUR PREVIOUS APPROACH OR TECHNIQUE WAS RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE SECOND INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO LIES OR STEALS.

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FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO LIES OR STEALS.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

3. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE THIRD INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO LIES OR STEALS.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO LIES OR STEALS.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

4. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE FOURTH INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO LIES OR STEALS.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO LIES OR STEALS.

__01-10% __11-20% __21-30% __31-40% __41-50%
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IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

1. BRIEFLY DESCRIBE THE FIRST INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO CANNOT ATTACK ARITHMETIC PROBLEMS LOGICALLY.

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FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO CANNOT ATTACK ARITHMETIC PROBLEMS LOGICALLY.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

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__51-60% __61-70% __71-80% __81-90% __91-100%

2. ASSUME THAT YOUR PREVIOUS APPROACH OR TECHNIQUE WAS RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE SECOND INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO CANNOT ATTACK ARITHMETIC PROBLEMS LOGICALLY.

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FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO CANNOT ATTACK ARITHMETIC PROBLEMS LOGICALLY.

__01-10% __11-20% __21-30% __31-40% __41-50%
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IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

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3. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE THIRD INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO CANNOT ATTACK ARITHMETIC PROBLEMS LOGICALLY.

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FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO CANNOT ATTACK ARITHMETIC PROBLEMS LOGICALLY.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

4. ASSUME YOUR PREVIOUS APPROACHES OF TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE FOURTH INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO CANNOT ATTACK ARITHMETIC PROBLEMS LOGICALLY.

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FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO CANNOT ATTACK ARITHMETIC PROBLEMS LOGICALLY.

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IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

1. BRIEFLY DESCRIBE THE FIRST INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO CANNOT IDENTIFY WORDS WITH THE SAME BEGINNING SOUND WHEN THE WORDS ARE READ ALOUD TO THE CHILD.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO CANNOT IDENTIFY WORDS WITH THE SAME BEGINNING SOUND WHEN THE WORDS ARE READ ALOUD TO THE CHILD.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

2. ASSUME THAT YOUR PREVIOUS APPROACH OR TECHNIQUE WAS RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE SECOND INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO CANNOT IDENTIFY WORDS WITH THE SAME BEGINNING SOUND WHEN THE WORDS ARE READ ALOUD TO THE CHILD.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO CANNOT IDENTIFY WORDS WITH THE SAME BEGINNING SOUND WHEN THE WORDS ARE READ ALOUD TO THE CHILD.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

3. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE THIRD INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO CANNOT IDENTIFY WORDS WITH THE SAME BEGINNING SOUND WHEN THE WORDS ARE READ ALOUD TO THE CHILD.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO CANNOT IDENTIFY WORDS WITH THE SAME BEGINNING SOUND WHEN THE WORDS ARE READ ALOUD TO THE CHILD.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

4. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE FOURTH INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO CANNOT IDENTIFY WORDS WITH THE SAME BEGINNING SOUND WHEN THE WORDS ARE READ ALOUD TO THE CHILD.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO CANNOT IDENTIFY WORDS WITH THE SAME BEGINNING SOUND WHEN THE WORDS ARE READ ALOUD TO THE CHILD.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

ITEM GROUP 5

1. BRIEFLY DESCRIBE THE FIRST INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO IS AFRAID OF SPECIFIC THINGS.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO IS AFRAID OF SPECIFIC THINGS.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

2. ASSUME THAT YOUR PREVIOUS APPROACH OR TECHNIQUE WAS RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD, NOW BRIEFLY DESCRIBE THE SECOND INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO IS AFRAID OF SPECIFIC THINGS.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO IS AFRAID OF SPECIFIC THINGS.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

3. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE THIRD INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO IS AFRAID OF SPECIFIC THINGS.

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FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO IS AFRAID OF SPECIFIC THINGS.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

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__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

4. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE FOURTH INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO IS AFRAID OF SPECIFIC THINGS.

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__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

1. BRIEFLY DESCRIBE THE FIRST INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO CANNOT TELL STORIES IN SEQUENCE.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO CANNOT TELL STORIES IN SEQUENCE.

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

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__51-60% __61-70% __71-80% __81-90% __91-100%

4. ASSUME YOUR PREVIOUS APPROACHES OF TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE FOURTH INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO CANNOT TELL STORIES IN SEQUENCE.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO CANNOT TELL STORIES IN SEQUENCE.

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__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

1. BRIEFLY DESCRIBE THE FIRST INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO SEEMS TO "BLACK OUT" DURING CLASSTIME. FOR EXAMPLE: THE CHILD HAS A BLANK STARE ON HIS FACE DURING WHICH TIME HE APPEARS TO BE UNAWARE OF WHAT IS HAPPENING AROUND HIM.

FOR THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE, INDICATE HOW SURE YOU ARE THAT IT WILL BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD WHO SEEMS TO "BLACK OUT" DURING CLASSTIME. FOR EXAMPLE: THE CHILD HAS A BLANK STARE ON HIS FACE DURING WHICH TIME HE APPEARS TO BE UNAWARE OF WHAT IS HAPPENING AROUND HIM.

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__51-60% __61-70% __71-80% __81-90% __91-100%

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__51-60% __61-70% __71-80% __81-90% __91-100%

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__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

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__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NCT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

4. ASSUME YOUR PREVIOUS APPROACHES OR TECHNIQUES WERE RELATIVELY UNSUCCESSFUL IN ASSISTING THE CHILD. NOW BRIEFLY DESCRIBE THE FOURTH INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WOULD USE WITH A CHILD WHO SEEMS TO "BLACK OUT" DURING CLASSTIME. FOR EXAMPLE: THE CHILD HAS A BLANK STARE ON HIS FACE DURING WHICH TIME HE APPEARS TO BE UNAWARE OF WHAT IS HAPPENING AROUND HIM.

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__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

IF THE INSTRUCTIONAL APPROACH OR TECHNIQUE YOU WROTE DID NOT SEEM TO BE RELATIVELY SUCCESSFUL IN ASSISTING THE CHILD, INDICATE HOW SURE YOU ARE THAT YOU WOULD REQUEST ASSISTANCE FOR SOME TYPE OF SPECIAL SERVICE?

__01-10% __11-20% __21-30% __31-40% __41-50%
__51-60% __61-70% __71-80% __81-90% __91-100%

APPENDIX J

LETTER FROM DR. MORIARTY AND DR. POTTER
TO TEACHERS SELECTED AS THE SAMPLE FOR THIS STUDY

LETTER FROM DR. MORIARITY AND DR. POTTER

You have been selected to participate in a survey being conducted at the University of South Dakota, School of Education, under the direction of Dr. Donald R. Potter. The survey is funded through the U. S. Office of Education.

The purpose of the survey is to obtain information for more precisely defining the pre-service teacher training program in the School of Education. This is a continuing part of the School of Education's commitment to have classroom teachers lend their expertise toward restructuring the teacher education curriculum and instructional program at the undergraduate level.

We encourage you to complete the questionnaire that you will receive in approximately ten days. You will receive $10 for your participation and the return of the completed questionnaire.

We know you will find the questionnaire interesting. Since it will be impossible to thank you individually for your valuable assistance, we would like to take this opportunity to express our appreciation to you for participating in the survey.

Sincerely yours,

Thomas E. Moriarty, Dean
School of Education

Donald R. Potter, Professor
School of Education

APPENDIX K

LETTER INCLUDED WITH INSTRUCTIONS AND QUESTIONNAIRE

LETTER TO TEACHERS

The enclosed survey provides you a unique opportunity to assist the School of Education at the University of South Dakota in restructuring the curriculum and instructional program at the undergraduate level. This is a continuing part of the School of Education's commitment to have classroom teachers lend their expertise for more precisely defining the pre-service teacher training program. The accuracy and worth of the findings from this survey are dependent on your willingness to answer the questions as candidly as you possibly can. We believe the importance of the survey will justify your time, which will be valuable assistance to us. In return for your participation, you will be reimbursed $10 when the completed questionnaire is returned.

We assure you that your answers will be held in strictest confidence. We are interested only in statistical relationships and will under no circumstances report responses on an individual or school name basis.

We know you will find the questionnaire interesting to answer and hope that you will complete and return it to us while you have it at hand. Previous field-testing indicated that it should take you approximately 43 minutes to read the instructions and complete the questionnaire. We urge you to answer all the questions as well as you can since there are no correct or incorrect answers to any of the questions. A self-addressed stamped envelope has been provided for your convenience. The envelope is addressed to Mr. James Minor, a graduate student, who will be assisting in the analysis of the data.

Thank you very much for your participation.

Sincerely yours,

Donald R. Potter
Professor
School of Education

James Minor
Graduate Student
School of Education

APPENDIX L

FIRST FOLLOW-UP POSTCARD

FIRST FOLLOW-UP POSTCARD

Several days ago you were sent a questionnaire from Dr. Donald Potter, School of Education, USD. I am sending this reminder on the chance that you temporarily set the questionnaire aside. I know your time is at a premium; however, your response is vital to us. If you have not done so, it will be appreciated if you would complete and return the questionnaire within the next several days. Thank you for your cooperation and assistance.

Sincerely yours,

James Minor

APPENDIX M

SECOND FOLLOW-UP LETTER
INCLUDED WITH INSTRUCTIONS AND QUESTIONNAIRE

SECOND FOLLOW-UP LETTER

In the event that you did not receive the original survey mailed several weeks ago, we have enclosed another copy. The enclosed survey provides you a unique opportunity to assist the School of Education at the University of South Dakota in restructuring the curriculum and instructional program at the undergraduate level. This is a continuing part of the School of Education's commitment to have classroom teachers lend their expertise for more precisely defining the pre-service teacher training program. The accuracy and worth of the findings from this survey are dependent on your willingness to answer the questions as candidly as you possibly can. We believe the importance of the survey will justify your time, which will be of valuable assistance to us. In return for your participation, you will be reimbursed $10 when the completed questionnaire is returned.

We assure you that your answers will be held in strictest confidence. We are interested only in statistical relationships and will under no circumstances report responses on an individual or school name basis.

We know you will find the questionnaire interesting to answer and hope that you will complete and return it to us while you have it at hand. Previous field-testing indicated that it should take you approximately 43 minutes to read the instructions and complete the questionnaire. We urge you to answer all the questions as well as you can since there are no correct or incorrect answers to any of the questions. A self-addressed stamped envelope has been provided for your convenience. The envelope is addressed to Mr. James Minor, a graduate student, who will be assisting in the analysis of the data.

Thank you very much for your participation.

Sincerely yours,

Donald R. Potter
Professor, School of Education

James Minor
Graduate Student

APPENDIX N

SECOND FOLLOW-UP POSTCARD

SECOND FOLLOW-UP POSTCARD

Due to the nature of our study, we CANNOT substitute another teacher for yourself. Consequently, it is important to us to receive your response to the School of Education, USD, survey. We currently have an approximate 70% return rate; however, more responses are needed to interpret the data in a meaningful way. It will be appreciated if you will complete and return the survey in the next few days if you have not done so already. If you misplaced or didn't receive the survey, drop me a note (address shown on reverse side), and I will forward one immediately. It's not too late. Thank you for your time and assistance.

Sincerely yours,

James Minor

APPENDIX O

RAW DATA FOR INSTRUCTIONAL APPROACHES

RESPONSES OF FIRST GRADE TEACHERS (N=28) FOR HOW ADEQUATE THEY FEEL ABOUT INSTRUCTIONAL APPROACHES, 1 THROUGH 4, THEY USE WITH CHILDREN FOR SPECIFIC PROBLEMS

Item Groups	Behavior Approaches 1	Behavior Approaches 2	Behavior Approaches 3	Behavior Approaches 4	Learning Approaches 1	Learning Approaches 2	Learning Approaches 3	Learning Approaches 4	Neurological Approaches 1	Neurological Approaches 2	Neurological Approaches 3	Neurological Approaches 4
1	80.0	80.0	90.0	70.0	70.0	80.0	70.0	50.0	70.0	80.0	70.0	80.0
1	90.0	80.0	70.0	70.0	90.0	90.0	50.0	50.0	90.0	80.0	50.0	40.0
1	50.0	60.0	70.0	90.0	40.0	50.0	70.0	90.0	30.0	90.0	80.0	80.0
1	70.0	60.0	70.0	80.0	100.0	90.0	70.0	30.0	80.0	90.0	90.0	90.0
1	40.0	50.0	60.0	90.0	60.0	50.0	60.0	100.0	50.0	60.0	70.0	100.0
1	70.0	60.0	50.0	50.0	60.0	70.0	50.0	70.0	80.0	70.0	60.0	70.0
2	50.0	50.0	60.0	70.0	50.0	50.0	50.0	90.0	50.0	60.0	50.0	60.0
2	70.0	80.0	80.0	50.0	70.0	80.0	80.0	80.0	70.0	90.0	50.0	80.0
2	80.0	80.0	50.0	100.0	90.0	90.0	40.0	90.0	50.0	60.0	90.0	90.0
2	50.0	50.0	80.0	100.0	50.0	80.0	90.0	90.0	100.0	90.0	100.0	100.0
3	40.0	50.0	40.0	60.0	60.0	40.0	40.0	100.0	80.0	70.0	70.0	60.0
3	50.0	80.0	60.0	90.0	10.0	20.0	50.0	50.0	10.0	30.0	40.0	50.0
3	70.0	80.0	80.0	20.0	50.0	30.0	10.0	20.0	90.0	80.0	20.0	20.0
3	60.0	60.0	80.0	90.0	100.0	100.0	100.0	100.0	80.0	90.0	80.0	90.0
3	20.0	30.0	30.0	20.0	30.0	40.0	20.0	20.0	30.0	40.0	20.0	10.0
3	80.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	80.0	90.0	90.0	90.0

(continued on next page)

continued

Item Groups	Behavior Approaches 1	2	3	4	Learning Approaches 1	2	3	4	Neurological Approaches 1	2	3	4
4	70.0	80.0	70.0	80.0	50.0	50.0	60.0	90.0	40.0	30.0	80.0	90.0
4	80.0	90.0	90.0	80.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0
4	70.0	30.0	60.0	50.0	80.0	80.0	90.0	80.0	70.0	70.0	60.0	70.0
4	50.0	50.0	40.0	50.0	80.0	40.0	40.0	50.0	70.0	70.0	70.0	80.0
4	100.0	100.0	40.0	10.0	70.0	70.0	60.0	60.0	70.0	90.0	10.0	10.0
4	90.0	90.0	90.0	50.0	100.0	90.0	90.0	50.0	100.0	90.0	90.0	70.0
5	60.0	60.0	60.0	60.0	90.0	90.0	90.0	90.0	60.0	80.0	90.0	90.0
5	70.0	70.0	80.0	50.0	50.0	50.0	70.0	70.0	40.0	50.0	60.0	50.0
5	90.0	60.0	70.0	40.0	80.0	80.0	50.0	50.0	40.0	40.0	50.0	50.0
5	80.0	90.0	90.0	90.0	70.0	80.0	80.0	90.0	60.0	70.0	70.0	70.0
5	90.0	80.0	70.0	50.0	70.0	60.0	60.0	60.0	40.0	50.0	50.0	70.0
5	60.0	70.0	80.0	80.0	70.0	80.0	80.0	90.0	30.0	40.0	50.0	40.0

RESPONSES OF SECOND GRADE TEACHERS (N=30) FOR HOW ADEQUATE THEY FEEL ABOUT INSTRUCTIONAL APPROACHES, 1 THROUGH 4, THEY USE WITH CHILDREN FOR SPECIFIC PROBLEMS

Item Groups	Behavior Approaches				Learning Approaches				Neurological Approaches			
	1	2	3	4	1	2	3	4	1	2	3	4
1	20.0	20.0	40.0	70.0	20.0	10.0	70.0	70.0	50.0	60.0	10.0	90.0
1	50.0	50.0	70.0	40.0	40.0	50.0	70.0	58.3	50.0	60.0	90.0	60.0
1	90.0	80.0	80.0	80.0	90.0	80.0	80.0	70.0	80.0	80.0	80.0	80.0
1	50.0	80.0	50.0	80.0	60.0	50.0	40.0	50.0	30.0	60.0	70.0	90.0
1	80.0	80.0	70.0	80.0	90.0	80.0	70.0	80.0	90.0	80.0	80.0	90.0
1	70.0	60.0	40.0	20.0	90.0	90.0	70.0	40.0	80.0	60.0	50.0	40.0
1	40.0	40.0	20.0	40.0	40.0	30.0	40.0	40.0	50.0	50.0	30.0	30.0
2	90.0	60.0	50.0	90.0	90.0	90.0	60.0	40.0	90.0	80.0	30.0	30.0
2	10.0	30.0	90.0	50.0	50.0	40.0	50.0	50.0	10.0	30.0	30.0	70.0
2	70.0	90.0	90.0	70.0	80.0	70.0	80.0	80.0	80.0	50.0	70.0	70.0
2	80.0	70.0	60.0	60.0	50.0	70.0	90.0	80.0	80.0	70.0	90.0	80.0
2	60.0	70.0	70.0	40.0	90.0	80.0	70.0	60.0	90.0	80.0	70.0	50.0
3	30.0	90.0	50.0	60.0	70.0	90.0	80.0	70.0	80.0	90.0	90.0	80.0
3	20.0	40.0	80.0	90.0	20.0	10.0	40.0	30.0	20.0	20.0	40.0	80.0
3	60.0	80.0	80.0	80.0	30.0	80.0	50.0	20.0	10.0	60.0	60.0	80.0
3	90.0	90.0	80.0	40.0	60.0	50.0	40.0	10.0	80.0	60.0	20.0	10.0
3	50.0	70.0	80.0	90.0	20.0	40.0	50.0	70.0	40.0	40.0	56.4	80.0
3	50.0	60.0	70.0	50.0	50.0	80.0	90.0	40.0	50.0	90.0	70.0	100.0

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Item Groups	Behavior Approaches 1	2	3	4	Learning Approaches 1	2	3	4	Neurological Approaches 1	2	3	4
4	30.0	50.0	50.0	70.0	60.0	60.0	60.0	70.0	50.0	50.0	50.0	70.0
4	90.0	40.0	30.0	20.0	80.0	70.0	40.0	30.0	70.0	40.0	40.0	40.0
4	20.0	30.0	60.0	80.0	20.0	30.0	30.0	50.0	30.0	50.0	50.0	70.0
4	40.0	40.0	30.0	30.0	70.0	30.0	90.0	60.0	80.0	40.0	50.0	60.0
4	80.0	50.0	70.0	30.0	90.0	60.0	80.0	90.0	70.0	60.0	60.0	90.0
4	50.0	70.0	50.0	90.0	30.0	80.0	50.0	40.0	90.0	30.0	80.0	60.0
5	70.0	70.0	70.0	80.0	70.0	70.0	90.0	70.0	60.0	60.0	70.0	70.0
5	80.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0
5	50.0	50.0	50.0	60.0	80.0	80.0	70.0	50.0	80.0	60.0	60.0	80.0
5	50.0	40.0	70.0	60.0	90.0	50.0	40.0	50.0	100.0	80.0	50.0	79.8
5	10.0	30.0	30.0	40.0	30.0	40.0	40.0	50.0	10.0	40.0	50.0	70.0
5	80.0	70.0	50.0	90.0	100.0	90.0	70.0	90.0	90.0	90.0	80.0	100.0

RESPONSES OF THIRD GRADE TEACHERS (N=30) FOR HOW ADEQUATE THEY FEEL ABOUT INSTRUCTIONAL APPROACHES, 1 THROUGH 4, THEY USE WITH CHILDREN FOR SPECIFIC PROBLEMS

Item Groups	Behavior Approaches				Learning Approaches				Neurological Approaches			
	1	2	3	4	1	2	3	4	1	2	3	4
1	80.0	60.0	60.0	60.0	100.0	80.0	80.0	50.0	100.0	90.0	40.0	40.0
1	80.0	80.0	70.0	60.0	70.0	80.0	80.0	60.0	40.0	50.0	60.0	50.0
1	40.0	40.0	50.0	60.0	50.0	80.0	80.0	90.0	50.0	50.0	60.0	70.0
1	30.0	30.0	20.0	30.0	10.0	40.0	40.0	50.0	80.0	50.0	40.0	40.0
1	40.0	40.0	60.0	100.0	60.0	80.0	40.0	30.0	80.0	50.0	10.0	10.0
2	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	90.0	100.0
2	10.0	20.0	60.0	80.0	10.0	30.0	60.0	100.0	20.0	40.0	50.0	90.0
2	40.0	30.0	70.0	20.0	90.0	90.0	80.0	80.0	50.0	40.0	20.0	20.0
2	90.0	90.0	90.0	70.0	50.0	60.0	80.0	90.0	80.0	100.0	100.0	60.0
2	80.0	100.0	100.0	90.0	80.0	90.0	90.0	80.0	60.0	60.0	40.0	10.0
2	80.0	50.0	30.0	10.0	60.0	60.0	10.0	10.0	50.0	50.0	10.0	10.0
3	70.0	90.0	90.0	90.0	60.0	80.0	90.0	30.0	80.0	90.0	80.0	30.0
3	90.0	100.0	80.0	74.2	90.0	100.0	100.0	100.0	100.0	100.0	100.0	63.0
3	90.0	80.0	50.0	90.0	50.0	60.0	50.0	90.0	50.0	50.0	70.0	100.0
3	60.0	80.0	90.0	100.0	80.0	50.0	90.0	100.0	40.0	50.0	80.0	90.0
3	80.0	70.0	90.0	90.0	70.0	70.0	80.0	90.0	100.0	70.0	80.0	60.0
3	50.0	50.0	50.0	50.0	10.0	10.0	10.0	10.0	50.0	50.0	50.0	50.0
3	80.0	50.0	60.0	80.0	70.0	50.0	70.0	60.0	60.0	60.0	60.0	50.0

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Item Groups	Behavior Approaches 1	2	3	4	Learning Approaches 1	2	3	4	Neurological Approaches 1	2	3	4
4	60.0	70.0	90.0	80.0	40.0	80.0	70.0	70.0	50.0	50.0	50.0	60.0
4	30.0	40.0	50.0	50.0	50.0	60.0	70.0	70.0	40.0	50.0	50.0	50.0
4	70.0	90.0	90.0	90.0	40.0	70.0	90.0	100.0	40.0	40.0	90.0	100.0
4	80.0	90.0	80.0	100.0	80.0	90.0	80.0	100.0	80.0	80.0	90.0	90.0
4	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
4	60.0	50.0	80.0	60.0	50.0	50.0	50.0	10.0	50.0	50.0	50.0	50.0
5	80.0	50.0	30.0	60.0	50.0	60.0	40.0	90.0	50.0	50.0	50.0	60.0
5	70.0	80.0	80.0	90.0	40.0	80.0	90.0	90.0	90.0	80.0	90.0	100.0
5	80.0	90.0	70.0	70.0	50.0	80.0	80.0	80.0	20.0	80.0	80.0	90.0
5	90.0	80.0	60.0	50.0	90.0	60.0	40.0	20.0	80.0	60.0	70.0	30.0
5	50.0	60.0	80.0	90.0	60.0	80.0	90.0	90.0	60.0	70.0	80.0	90.0
5	60.0	90.0	90.0	90.0	100.0	90.0	90.0	60.0	70.0	70.0	90.0	70.0

RESPONSES OF LEARNING DISABILITY TEACHERS (N=31) FOR HOW ADEQUATE THEY FEEL ABOUT INSTRUCTIONAL APPROACHES, 1 THROUGH 4, THEY USE WITH CHILDREN FOR SPECIFIC PROBLEMS

Item Groups	Behavior Approaches 1	2	3	4	Learning Approaches 1	2	3	4	Neurological Approaches 1	2	3	4
1	80.0	70.0	70.0	60.0	100.0	90.0	80.0	70.0	100.0	90.0	70.0	70.0
1	30.0	30.0	30.0	20.0	20.0	60.0	80.0	60.0	80.0	50.0	70.0	90.0
1	50.0	70.0	70.0	80.0	50.0	60.0	70.0	70.0	40.0	60.0	70.0	70.0
1	90.0	90.0	90.0	90.0	60.0	90.0	80.0	90.0	90.0	90.0	90.0	90.0
1	80.0	70.0	70.0	80.0	80.0	70.0	70.0	70.0	90.0	90.0	70.0	70.0
1	90.0	90.0	80.0	90.0	90.0	80.0	90.0	90.0	90.0	90.0	90.0	90.0
1	80.0	90.0	90.0	90.0	60.0	90.0	90.0	100.0	70.0	80.0	70.0	70.0
2	80.0	50.0	90.0	70.0	90.0	80.0	60.0	30.0	60.0	60.0	30.0	90.0
2	60.0	90.0	50.0	90.0	80.0	90.0	90.0	30.0	80.0	80.0	90.0	40.0
2	100.0	100.0	100.0	90.0	80.0	80.0	80.0	80.0	100.0	80.0	80.0	80.0
2	80.0	80.0	50.0	90.0	70.0	80.0	60.0	50.0	40.0	70.0	70.0	90.0
2	50.0	60.0	70.0	80.0	50.0	50.0	60.0	80.0	40.0	50.0	50.0	90.0
3	90.0	90.0	90.0	90.0	90.0	90.0	90.0	80.0	90.0	90.0	90.0	80.0
3	20.0	60.0	90.0	90.0	40.0	60.0	60.0	80.0	40.0	90.0	70.0	68.7
3	90.0	50.0	30.0	20.0	90.0	50.0	30.0	20.0	90.0	70.0	30.0	20.0
3	50.0	60.0	80.0	100.0	70.0	80.0	80.0	90.0	70.0	70.0	70.0	80.0
3	90.0	90.0	100.0	100.0	100.0	100.0	100.0	100.0	90.0	90.0	50.0	60.0
3	50.0	60.0	60.0	90.0	50.0	60.0	70.0	70.0	30.0	40.0	50.0	100.0

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Item Groups	Behavior Approaches				Learning Approaches				Neurological Approaches			
	1	2	3	4	1	2	3	4	1	2	3	4
4	80.0	90.0	63.4	55.6	80.0	90.0	90.0	70.0	90.0	90.0	90.0	90.0
4	50.0	60.0	30.0	30.0	90.0	90.0	80.0	90.0	60.0	60.0	75.6	80.0
4	50.0	50.0	80.0	80.0	50.0	70.0	80.0	90.0	50.0	70.0	80.0	90.0
4	50.0	80.0	40.0	20.0	40.0	50.0	50.0	30.0	50.0	60.0	30.0	10.0
4	60.0	70.0	90.0	60.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	60.0
4	70.0	70.0	70.0	70.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	80.0
5	50.0	70.0	70.0	90.0	80.0	80.0	50.0	70.0	30.0	40.0	90.0	70.0
5	90.0	60.0	60.0	77.7	70.0	90.0	90.0	80.5	70.0	70.0	70.0	68.9
5	80.0	80.0	80.0	80.0	80.0	80.0	80.0	90.0	70.0	70.0	70.0	50.0
5	80.0	90.0	90.0	80.0	90.0	80.0	90.0	100.0	90.0	80.0	70.0	60.0
5	60.0	70.0	70.0	90.0	80.0	80.0	90.0	90.0	60.0	70.0	90.0	100.0
5	60.0	50.0	50.0	50.0	60.0	50.0	50.0	50.0	50.0	60.0	50.0	50.0
5	70.0	70.0	80.0	80.0	80.0	80.0	90.0	90.0	80.0	80.0	80.0	80.0

APPENDIX P

RAW DATA FOR REFERRAL

RESPONSES OF FIRST GRADE TEACHERS (N=28) FOR HOW SURE THEY ARE THAT THEY WOULD REQUEST SPECIAL SERVICES FOR CHILDREN WITH SPECIFIC PROBLEMS

Item Groups	Behavior Approaches 1	2	3	4	Learning Approaches 1	2	3	4	Neurological Approaches 1	2	3	4
1	70.0	70.0	80.0	50.0	90.0	80.0	60.0	50.0	70.0	80.0	70.0	80.0
1	20.0	30.0	40.0	60.0	10.0	10.0	50.0	50.0	20.0	20.0	50.0	70.0
1	30.0	60.0	90.0	100.0	20.0	30.0	80.0	100.0	20.0	60.0	80.0	90.0
1	20.0	30.0	30.0	20.0	20.0	20.0	30.0	30.0	10.0	10.0	10.0	90.0
1	30.0	40.0	50.0	60.0	20.0	30.0	50.0	40.0	30.0	40.0	60.0	70.0
1	10.0	10.0	10.0	30.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0
2	50.0	50.0	60.0	100.0	50.0	60.0	100.0	100.0	50.0	60.0	100.0	100.0
2	10.0	40.0	70.0	90.0	50.0	60.0	80.0	100.0	80.0	90.0	90.0	100.0
2	10.0	20.0	90.0	100.0	10.0	50.0	70.0	100.0	10.0	10.0	10.0	10.0
2	10.0	10.0	80.0	100.0	100.0	100.0	100.0	100.0	20.0	30.0	100.0	100.0
3	60.0	70.0	80.0	100.0	100.0	100.0	100.0	100.0	40.0	40.0	50.0	90.0
3	10.0	10.0	90.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
3	10.0	20.0	20.0	100.0	10.0	90.0	80.0	90.0	10.0	10.0	10.0	10.0
3	30.0	50.0	100.0	100.0	100.0	100.0	100.0	100.0	10.0	10.0	10.0	10.0
3	10.0	20.0	70.0	100.0	10.0	20.0	40.0	100.0	10.0	30.0	80.0	100.0
3	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

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Item Groups	Behavior Approaches 1	2	3	4	Learning Approaches 1	2	3	4	Neurological Approaches 1	2	3	4
4	10.0	20.0	30.0	100.0	10.0	30.0	90.0	100.0	90.0	90.0	90.0	100.0
4	50.0	50.0	100.0	100.0	70.0	80.0	100.0	100.0	60.0	60.0	90.0	100.0
4	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
4	30.0	50.0	100.0	100.0	60.0	90.0	100.0	100.0	20.0	100.0	100.0	100.0
4	10.0	10.0	10.0	100.0	10.0	60.0	60.0	90.0	10.0	70.0	100.0	90.0
4	40.0	50.0	50.0	90.0	30.0	30.0	40.0	90.0	40.0	40.0	70.0	100.0
5	60.0	100.0	100.0	100.0	10.0	20.0	60.0	100.0	100.0	100.0	100.0	100.0
5	30.0	30.0	70.0	90.0	20.0	20.0	60.0	90.0	70.0	90.0	100.0	100.0
5	100.0	100.0	100.0	100.0	80.0	80.0	90.0	50.0	40.0	40.0	50.0	100.0
5	40.0	50.0	50.0	70.0	40.0	40.0	50.0	70.0	60.0	70.0	70.0	100.0
5	10.0	10.0	30.0	70.0	20.0	20.0	20.0	20.0	90.0	90.0	90.0	90.0
5	30.0	40.0	70.0	90.0	20.0	30.0	40.0	50.0	100.0	100.0	90.0	100.0

RESPONSES OF SECOND GRADE TEACHERS (N=30) FOR HOW SURE THEY ARE THAT THEY WOULD REQUEST SPECIAL SERVICES FOR CHILDREN WITH SPECIFIC PROBLEMS

Item Groups	Behavior Approaches				Learning Approaches				Neurological Approaches			
	1	2	3	4	1	2	3	4	1	2	3	4
1	10.0	30.0	80.0	100.0	10.0	30.0	40.0	100.0	10.0	10.0	80.0	100.0
1	10.0	30.0	20.0	80.0	20.0	20.0	50.0	100.0	10.0	20.0	70.0	100.0
1	30.0	30.0	30.0	40.0	10.0	20.0	30.0	40.0	10.0	20.0	20.0	30.0
1	10.0	10.0	20.0	80.0	10.0	70.0	80.0	80.0	60.0	60.0	90.0	100.0
1	50.0	40.0	40.0	40.0	90.0	90.0	90.0	90.0	70.0	80.0	90.0	100.0
1	20.0	30.0	50.0	100.0	20.0	30.0	50.0	100.0	50.0	70.0	80.0	100.0
1	10.0	10.0	41.0	100.0	10.0	10.0	20.0	90.0	20.0	20.0	40.0	80.0
2	20.0	50.0	80.0	100.0	100.0	100.0	100.0	100.0	30.0	100.0	100.0	100.0
2	10.0	10.0	10.0	20.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	20.0
2	10.0	10.0	90.0	70.0	50.0	80.0	90.0	90.0	50.0	50.0	50.0	80.0
2	30.0	40.0	50.0	80.0	80.0	80.0	70.0	90.0	50.0	50.0	80.0	50.0
2	50.0	50.0	70.0	100.0	50.0	60.0	80.0	100.0	60.0	70.0	90.0	100.0
3	10.0	30.0	30.0	100.0	100.0	100.0	100.0	100.0	40.0	100.0	100.0	100.0
3	10.0	10.0	50.0	50.0	100.0	100.0	100.0	100.0	50.0	90.0	90.0	100.0
3	10.0	10.0	10.0	20.0	100.0	30.0	20.0	80.0	10.0	100.0	20.0	20.0
3	10.0	10.0	70.0	100.0	30.0	70.0	80.0	100.0	20.0	20.0	80.0	100.0
3	10.0	40.0	90.0	100.0	90.0	100.0	100.0	100.0	80.0	90.0	100.0	100.0
3	30.0	40.0	30.0	40.0	70.0	40.0	100.0	90.0	80.0	50.0	90.0	100.0

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Item Groups	Behavior Approaches 1	2	3	4	Learning Approaches 1	2	3	4	Neurological Approaches 1	2	3	4
4	30.0	30.0	49.5	80.0	10.0	30.0	50.0	100.0	10.0	20.0	40.0	100.0
4	20.0	40.0	70.0	100.0	20.0	40.0	40.0	80.0	40.0	90.0	90.0	90.0
4	10.0	30.0	50.0	100.0	10.0	20.0	20.0	40.0	10.0	10.0	40.0	60.0
4	10.0	10.0	10.0	20.0	80.0	80.0	90.0	90.0	80.0	80.0	80.0	80.0
4	10.0	70.0	100.0	78.5	10.0	30.0	100.0	100.0	70.0	100.0	100.0	85.1
4	10.0	70.0	20.0	100.0	80.0	50.0	100.0	100.0	50.0	80.0	90.0	100.0
5	20.0	20.0	20.0	80.0	20.0	20.0	20.0	40.0	20.0	20.0	20.0	40.0
5	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0
5	50.0	50.0	60.0	70.0	30.0	30.0	40.0	60.0	40.0	50.0	80.0	100.0
5	10.0	10.0	10.0	50.0	10.0	10.0	48.9	10.0	10.0	10.0	10.0	73.5
5	10.0	20.0	20.0	20.0	10.0	10.0	20.0	30.0	10.0	10.0	54.7	70.0
5	10.0	30.0	100.0	80.0	10.0	40.0	100.0	100.0	100.0	100.0	100.0	100.0

RESPONSES OF THIRD GRADE TEACHERS (N=30) FOR HOW SURE THEY ARE THAT THEY WOULD REQUESTSPECIAL SERVICES FOR CHILDREN WITH SPECIFIC PROBLEMS

Item Groups	Behavior Approaches				Learning Approaches				Neurological Approaches			
	1	2	3	4	1	2	3	4	1	2	3	4
1	10.0	10.0	10.0	100.0	10.0	10.0	10.0	60.0	10.0	10.0	80.0	100.0
1	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1	10.0	10.0	20.0	30.0	10.0	20.0	30.0	40.0	10.0	20.0	30.0	40.0
1	33.2	43.3	57.4	10.0	34.6	60.0	40.0	100.0	10.0	10.0	50.0	100.0
1	10.0	50.0	100.0	100.0	10.0	100.0	100.0	100.0	10.0	60.0	100.0	100.0
2	10.0	10.0	20.0	96.4	10.0	10.0	10.0	80.0	10.0	30.0	70.0	90.0
2	10.0	10.0	10.0	100.0	10.0	10.0	10.0	100.0	10.0	10.0	10.0	100.0
2	10.0	20.0	100.0	100.0	10.0	10.0	10.0	20.0	30.0	30.0	90.0	100.0
2	10.0	10.0	50.0	100.0	10.0	10.0	10.0	100.0	10.0	10.0	50.0	100.0
2	100.0	100.0	100.0	100.0	20.0	20.0	100.0	100.0	10.0	10.0	50.0	10.0
2	50.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
3	50.0	70.0	30.0	20.0	40.0	60.0	30.0	50.0	80.0	40.0	40.0	50.0
3	100.0	100.0	56.7	59.8	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
3	60.0	90.0	100.0	100.0	50.0	90.0	100.0	100.0	60.0	70.0	100.0	100.0
3	60.0	90.0	90.0	10.0	20.0	50.0	20.0	10.0	30.0	40.0	80.0	80.0
3	30.0	40.0	50.0	60.0	40.0	50.0	50.0	60.0	10.0	20.0	20.0	30.0
3	10.0	10.0	10.0	100.0	100.0	100.0	100.0	100.0	10.0	10.0	10.0	100.0
3	40.0	50.0	60.0	50.0	80.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0

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Item Groups	Behavior Approaches 1	2	3	4	Learning Approaches 1	2	3	4	Neurological Approaches 1	2	3	4
4	30.0	70.0	90.0	80.0	80.0	80.0	80.0	90.0	90.0	90.0	90.0	90.0
4	10.0	10.0	30.0	100.0	30.0	50.0	50.0	100.0	10.0	30.0	50.0	100.0
4	10.0	10.0	10.0	100.0	10.0	80.0	100.0	100.0	90.0	90.0	90.0	100.0
4	10.0	10.0	10.0	100.0	10.0	60.0	100.0	100.0	50.0	70.0	90.0	100.0
4	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
4	10.0	10.0	10.0	100.0	10.0	50.0	100.0	100.0	50.0	50.0	100.0	100.0
5	40.0	40.0	70.0	40.0	60.0	60.0	30.0	30.0	50.0	50.0	60.0	60.0
5	60.0	60.0	80.0	100.0	70.0	70.0	90.0	100.0	10.0	10.0	60.0	100.0
5	40.0	50.0	80.0	100.0	60.0	70.0	70.0	90.0	80.0	90.0	90.0	100.0
5	10.0	20.0	60.0	100.0	10.0	40.0	20.0	100.0	30.0	30.0	100.0	100.0
5	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	30.0
5	50.0	100.0	100.0	100.0	80.0	90.0	100.0	100.0	100.0	100.0	100.0	100.0

RESPONSES OF LEARNING DISABILITY TEACHERS (N=31) FOR HOW SURE THEY ARE THAT THEY WOULD REQUEST SPECIAL SERVICES FOR CHILDREN WITH SPECIFIC PROBLEMS

Item Groups	Behavior Approaches				Learning Approaches				Neurological Approaches			
	1	2	3	4	1	2	3	4	1	2	3	4
1	70.0	70.0	60.0	60.0	100.0	90.0	70.0	80.0	100.0	90.0	70.0	70.0
1	10.0	20.0	50.0	50.0	10.0	30.0	60.0	90.0	60.0	60.0	90.0	100.0
1	40.0	50.0	50.0	80.0	30.0	50.0	70.0	80.0	20.0	50.0	60.0	80.0
1	60.0	70.0	80.0	90.0	60.0	70.0	80.0	90.0	60.0	70.0	80.0	90.0
1	80.0	90.0	90.0	100.0	80.0	90.0	100.0	100.0	60.0	100.0	100.0	100.0
1	50.0	50.0	90.0	100.0	30.0	50.0	80.0	100.0	50.0	60.0	90.0	100.0
1	10.0	10.0	10.0	10.0	30.0	60.0	100.0	100.0	30.0	60.0	90.0	100.0
2	20.0	20.0	10.0	90.0	60.0	60.0	70.0	50.0	20.0	20.0	40.0	60.0
2	50.0	70.0	90.0	90.0	60.0	70.0	90.0	20.0	40.0	40.0	80.0	80.0
2	10.0	10.0	10.0	100.0	10.0	10.0	10.0	10.0	10.0	10.0	100.0	90.0
2	30.0	30.0	60.0	100.0	20.0	20.0	90.0	100.0	30.0	30.0	70.0	100.0
2	50.0	90.0	90.0	100.0	100.0	100.0	100.0	100.0	50.0	90.0	90.0	100.0
3	50.0	50.0	50.0	100.0	50.0	50.0	50.0	100.0	50.0	50.0	50.0	100.0
3	10.0	20.0	80.0	100.0	50.0	80.0	90.0	100.0	60.0	100.0	100.0	100.0
3	50.0	70.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0
3	60.0	70.0	80.0	90.0	60.0	70.0	80.0	90.0	40.0	60.0	80.0	90.0
3	30.0	50.0	100.0	100.0	100.0	100.0	100.0	100.0	55.0	67.1	100.0	100.0
3	10.0	50.0	20.0	90.0	10.0	10.0	40.0	100.0	80.0	80.0	100.0	100.0

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Item Groups	Behavior Approaches 1	2	3	4	Learning Approaches 1	2	3	4	Neurological Approaches 1	2	3	4
4	10.0	90.0	65.9	70.5	10.0	20.0	90.0	100.0	10.0	30.0	90.0	100.0
4	10.0	60.0	90.0	100.0	30.0	30.0	40.0	100.0	30.0	30.0	76.7	60.0
4	40.0	80.0	100.0	100.0	30.0	40.0	50.0	80.0	30.0	40.0	60.0	100.0
4	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	90.0	90.0	100.0
4	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
4	20.0	20.0	30.0	30.0	20.0	30.0	50.0	70.0	20.0	30.0	40.0	40.0
5	40.0	90.0	100.0	100.0	20.0	30.0	80.0	100.0	70.0	100.0	100.0	100.0
5	61.7	70.0	70.0	94.7	00.0	00.0	00.0	00.0	80.0	80.0	90.0	97.1
5	80.0	80.0	90.0	100.0	41.4	49.3	100.0	100.0	90.0	80.0	90.0	100.0
5	100.0	100.0	100.0	100.0	20.0	30.0	90.0	100.0	80.0	80.0	100.0	100.0
5	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
5	10.0	10.0	30.0	100.0	10.0	20.0	20.0	100.0	10.0	20.0	20.0	100.0
5	60.0	70.0	80.0	80.0	50.0	60.0	60.0	70.0	70.0	80.0	90.0	90.0